

School Board Journal

This Journal was founded 1890 by WILLIAM GEORGE BRUCE

VOL. XXXIII, No. 6

MILWAUKEE — New York — Chicago, DECEMBER, 1906

SUBSCRIPTION PRICE
\$1.00 PER YEAR



THE CENTER OF EDUCATIONAL INTEREST.

The winter meetings of the various State Teachers' Associations will be the chief educational events for December.



RECENT DECISIONS. High School Fraternities.

Ballinger's Ann. Codes and St. 2334, provides that every common school shall be open to all children between the specified school ages. Section 2339 provides that all pupils shall comply with the regulations established for the government of the schools and submit to the authority of teachers, and section 2362, subd. 5, authorizes the school directors to adopt and enforce such regulations as may be deemed essential to the well being of the school, and subdivision 6 authorizes them to suspend or expel the pupils who refuse to obey the rules. Held, that the directors of a school district had authority to deny to those pupils belonging to a secret fraternity contrary to the rules of the school, participation in athletic, literary, military and similar school organizations, constituting no part of the school work, though the meetings of the fraternity were held at the homes of the members, after school hours, and with parental consent.—Wayland v. Board of School Directors, District No. 1, Seattle, Wash. (Supreme Court.)

Saloons Near Schools.

The law of 1905 making it a penal offense to keep a saloon within a certain distance of any public school in a certain county, is not unconstitutional as a violation of the fourteenth amendment to the United States Constitution.—White v. Bracelin, Mich.

The discretion of a mayor of a city to refuse a license to keep a dramshop at a place where it will be a detriment and an injury to the neighborhood, or offensive to the best interests of society, is not abused by refusing a license to conduct a dramshop adjacent to or in the immediate neighborhood of a public school.—Harrison v. People, Ill.

Removing School Employees.

The board of education of the city of New York may dispense with the services of a teacher or any of its clerical force, if they are unnecessary, without the preferment of charges against the incumbent and without passing a resolution formally abolishing the position.—People v. Board of Education of City of New York.

Under laws providing that all school officers or other employees appointed by the board of education before the act took effect should continue to hold their respective positions, etc., subject to change of title, etc., and subject to the right of the board of education to abolish unnecessary positions, the board has power, if a position becomes unnecessary, either to abolish it or to transfer the incumbent to some other position in the department; and hence the board had power, after creating the position of additional auditor, to remove an appointee thereto and transfer him to another department at a reduced salary, as fixed by the board of estimate and apportionment.—People v. Board of Education of City of New York.

Creation of Districts.

The Kentucky statutes of 1903 authorize cities of the fourth class to create boards of education, provide that the title to the school property shall vest in the board, etc. A city of the sixth class, constituting a part of a graded school district, was made a city of the fourth class, and the city council created a board of education. Held, that the board of education was entitled, as against the trustees of the

graded school district, to the possessions of the property of the school district within the city.—Trustees of Latonia Graded School, District No. 12, v. Board of Education of Latonia, Ky.

The acts of 1905 creating a graded school district, and authorizing its trustees to levy a tax and issue bonds when the act is approved by a majority of the qualified voters, is a valid exercise of legislative authority.—Smith v. Board of Trustees of Robersonville Graded School, N. C.

The legislature can create a specific school district within the precincts of a county, incorporate its controlling authorities, and confer on them certain governmental powers.—Smith v. Board of Trustees of Robersonville Graded School, N. C.

Tuition and Admission of Non-Residents.

Under the laws as amended, state officers living in Lincoln during their term of office may send their children to the public schools of the Lincoln district without paying tuition, though they retain their legal residence elsewhere.—State v. Selleck, Neb.

If a family or the persons having the control of children of school age live in a school district other than the district of their legal residence, not for the purpose of obtaining school privileges but from other motives, such children are entitled to free school privileges while so living in the district.—State v. Selleck, Neb.

Transportation of Pupils.

Where a street railway company sold tickets at a price fixed by an ordinance requiring the company to sell tickets to pupils in the schools of the city at the rate of two for 5 cents and to students enrolled in a college in the city, it could not deny the same privilege to students of another college.—Northrop v. City of Richmond, Va.

Teachers' Contracts.

Under the law providing that the contract between a school teacher and the school trustees shall not be entered into before the first of July of the calendar year in which the school is to begin, a contract made prior to that date is void.—Treadway v. Daniels, Ky.

Exempt from Taxation.

A commercial college teaching arithmetic, reading, penmanship, bookkeeping, etc., is a school under the law exempting the property of schools from taxation.—Rohrbaugh v. Douglas County, Neb.

Power to Enforce Health Regulations.

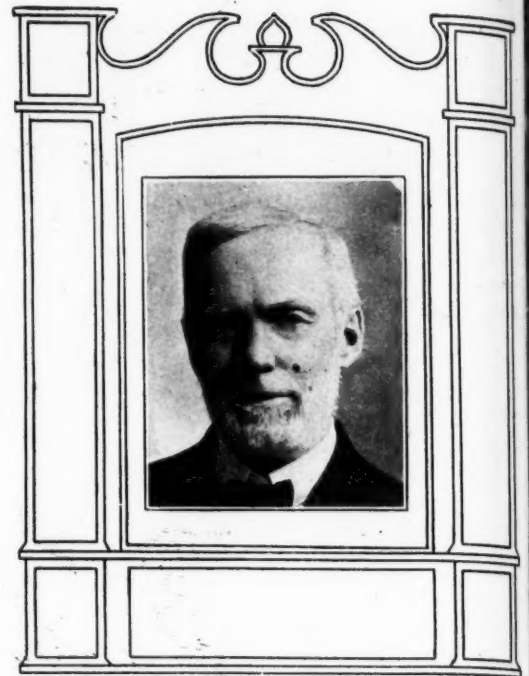
Under the law giving school boards certain power over matters relating to the public health and to enforce regulations as to contagious and infectious diseases, is not repealed by the law authorizing cities of the third class to establish hospitals for contagious diseases outside the limits of the city.—City of Allentown v. Wagner, Pa.

LEGAL.

Zanesville, O. The Lybarger law providing for the joint taxation of special and township districts in townships having special school districts has been declared unconstitutional. Judge Maxwell in a decision rendered at Coshocton so decided the case of William T. Marquand et al. vs. Richard Clark, treasurer of Coshocton county.

If the boards of education and the township and special school districts fail, under the provisions of the law, to agree at a joint meeting on a school tax levy in the township, the county commissioners may make such levy and divide the funds according to the number of school children in the districts. This law, while general in its form, was enacted to afford relief to a portion of a township. The judge declared it unconstitutional as special legislation.

Columbus, O. The Supreme court of the



MR. GEORGE HOWELL
President, Board of Education,
Tecumseh, Mich.

state of Ohio last month rendered a decision that teachers are entitled to full pay from their respective boards of education for every day spent at a regular teachers' institute. Whether the session is held during the school year or after its close is of no consequence.

Huntington, Ind. Judge J. B. Kenner, sitting as special judge in the Circuit court, has held that the state board of health cannot condemn public school buildings and has no power to enforce orders of condemnation. The rules of the state board are unconstitutional.

Madison, Wis. State Superintendent of Public Instruction Charles P. Cary has rendered the following opinion:

"A district school board has authority to make a rule requiring the teacher to carry her lunch to school and remain in or about the schoolhouse or grounds during the noon hour. If the children of the district, during that hour, play in the schoolhouse, injuring the furniture and the building, and create unusual disturbances generally, the board has the right to compel the teacher to protect the property of the district."



In Chicago.

"Now, my dear, don't fret because James has gone into the school board. A man must have some vice, and the school board is better than gambling, or drinking, or——"

"But the newspapers say such awful things about him."

"That's the advantage, my dear. You don't have to watch him yourself."

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The Washington Decision on High School Fraternities

The problem of the high school fraternity has been widely discussed in school circles, at conventions, and in the educational press. But, while the consensus of opinion has been that these organizations are harmful, few boards of education have taken decisive action against them. A general belief has been current that rules directed to compel them to disband would be illegal and could not be enforced. The members of the fraternities have, on their own behalf, fastened this belief with legal opinions and threats of suits.

The decision printed in full below is of considerable interest and importance in that it establishes a precedent for school boards to act upon. A brief summary, on page 2, will give an idea of the scope of the decision.

The action was begun by George Wayland, a student in the Seattle high school, praying for an injunction to restrain the board of school directors from enforcing their rules against fraternities. The injunction was denied by Judge Frater of the Supreme court of King county, whereupon an appeal was taken to the Supreme court of the state.

The Supreme court also decided against the fraternity. Justice Crow wrote the opinion, which was concurred in by all of the judges:

Text of the Decision.

This action was commenced by appellant against the board of school directors of school district No. 1 in Seattle, King county, Wash., and other school authorities of said district, to restrain them from enforcing certain rules, which deprive members of Greek letter fraternities of the privileges of said high school, except that of attending classes. The appellant, George Wayland, a minor 18 years of age, sues by Russel Wayland, his guardian ad litem, on behalf of himself and other members of the Gamma Eta Kappa fraternity. He alleges that all members of said fraternity are of school age and entitled to all the privileges of said high school; that they are unjustly prohibited from belonging to debating clubs, athletic teams, school bands, glee clubs, orchestras, cadet corps, and other kindred organizations of said school, and that, unless they withdraw from said fraternity, they will also be deprived of the customary honors attending graduation; that they have no privileges except that of attending classes; that said rules are in excess of lawful authority; that there is nothing objectionable in said fraternity; that its meetings are held at the homes of members, with the consent of their parents, every two weeks, from 8 to 10 o'clock p. m., and never during school hours; that they are not under the jurisdiction of the school authorities, but are under parental control; that at said meetings improper conduct is prohibited, and that a high class literary program is carried out. The answer pleaded an affirmative defense, substantially alleging the facts afterwards found by the trial court. From a final judgment refusing injunctive relief this appeal has been taken.

Findings of the Trial Court.

The trial court made findings of fact from which it appears that at the commencement of this action George Wayland was a student in the Seattle high school and also a member of a certain secret Greek letter society, known as the "Gamma Eta Kappa fraternity;" that the membership in said fraternity and in other similar high school secret societies was confined particularly to high school students; that such societies were therefore usually known as high school fraternities; that members other than such students were admitted as honorary

members only; that said Gamma Eta Kappa fraternity was first organized in Seattle during the year 1900, at which time a request was made by it for the use of the name of said Seattle high school; that before acting on said request the high school authorities instituted a careful investigation to ascertain the probable effect of such societies on the school; that after such investigation and after receiving reports from many prominent educators, all of whom unqualifiedly condemned the influence of said societies as highly deleterious and injurious, the school board of said Seattle district on May 7, 1901, passed a resolution whereby said request for the use of the name of the Seattle high school in connection with said fraternity was refused, and membership of students in any secret society connected with said school forbidden; that at all times thereafter it was contrary to the rules and regulations of said high school for pupils to become members of the said fraternities; that afterwards said George Wayland, while a student in said school, became a member of said Gamma Eta Kappa fraternity, as did other students; that it was also contrary to the said rules and regulations for students to become pledged to said secret societies; that said rules and regulations were from time to time modified to meet emergencies in accordance with the activities of said societies in pledging or initiating members; that on May 5, 1905, the school board, by final action, amended its former rules so as to provide that all students who were then members of any high school secret society, or pledged to become such, who would promise that so long as they remained students of said high school they would not become members of any other such secret society or give any promise or pledge to become such, or solicit any other student to give any promise or pledge to become a member of any high school fraternity or secret society, and in good faith kept such promise—such students would be restored to the privileges of such school—otherwise all students who thereafter should become members of, or in any way pledge or bind themselves to join, any high school fraternity or secret society, or should initiate or pledge any other students, or in any way encourage or foster the fraternity spirit in the high school, should be denied all the privileges of the high school except those of the classroom; that the influence of the said Gamma Eta Kappa fraternity and similar secret societies, and the membership and pledging of students therein, permeating said school, injuriously affected the good order and discipline thereof; that in adopting the various rules and regulations aforesaid, and in denying certain privileges of said school to pupils who refused to comply therewith, the respondents at all times acted in good faith and in the exercise of an honest judgment; that such action was at all times general in its application and at no time special, malicious or arbitrary; and that all such rules and regulations, and particularly those in force and effect at the time of the institution of this suit, were reasonable and necessary and were wholly within the powers of the respondents.

Contentions of Appellant.

It will be observed that no attempt is being made by the respondents to deny appellant any instruction afforded by class work or by the required curriculum of the school. He is only denied certain other privileges, such as participation in athletic, literary, military, musical, or class organizations. In other words, the

respondents made it optional with appellant to determine whether, against the known wishes of the school authorities, he would continue his membership in said secret society, and thereby forfeit participation in the privileges above mentioned, which were no part of the class work or curriculum, or whether, by complying with the adopted rules, he would elect to enjoy the privileges of which he is now deprived. The appellant contends that the trial court erred (1) in making certain of the above findings of fact to which he has accepted; and (2) in entering judgment dismissing his complaint. Appellant especially complains that the active members of the Gamma Eta Kappa fraternity were high school students, and that any members not students were honorary members only. There may have been an instance in which an active member was not a student when initiated, but he had been a student immediately prior thereto, and there is no evidence that he did not intend to so continue. In any event, it is immaterial whether he or even other members were students. It clearly appears that the fundamental purpose was to organize with students of the Seattle high school. The evidence shows that this particular Gamma Eta Kappa fraternity is a branch or chapter of a general organization having other chapters in various high schools throughout the country; that it is subordinate to a general or parent governing body, and that the entire organization is essentially a confederation of associations composed in the main of high school students. We call attention to a certain periodical which, with the consent of both appellant and respondents, was admitted in evidence, and is entitled "The Gamma Eta Kappa Magazine, Quarterly, Devoted to the Interest of the Gamma Eta Kappa Fraternity of the United States of America, and Published by the Grand Conclave." This magazine appears to be in the charge of one general editor located in San Francisco, assisted by chapter editors, members of twenty distinct chapters, including Rho Gamma chapter, the one of which appellant is a member, purporting to be connected with the Seattle high school. In this magazine we find the following editorial: "In former editorials we have frequently dwelt upon our old standby of High School Fraternities versus School Boards and Principals, but we feel compelled to again state the facts, on account of recent developments. The principal of the Seattle high school does not know what a fraternity is, or he would not attempt to enforce his proposed futile plans. It is simply a case of all educators not educated. Imagine the monarch that could prohibit a man from wearing a fraternity pin. The Sacramento board of education by a vote of 6 to 3 recently decided 'To forbid any member of the Sacramento high school from joining a frat society in that school.' There is no penalty affixed, and the resolution was simply adopted to quell public sentiment in order to secure a favorable vote from the people on new school bonds. In voting on this motion but one member of the board expressed the belief that the law would uphold them in attempting to crush a society in a public institution; in other words, they are educated. We hope that others will learn and save us the trouble of summoning our army of able attorneys, who are willing to defend us in the courts, and in doing so will make these uneducated beings feel their lack of knowledge with humiliation and chagrin at the expense of the poor unfortunates."

(Concluded on page 17.)

Compulsory Education

By Paul Paquin, M. D.

Member School Committee, Asheville, N. C.

The ground for compulsory education lies in the following propositions:

(a) The child's right to individual protection from birth to an indefinite period of his existence.

(b) Society's right to demand morality among all people, young and old.

(c) The state's duty to foster means to produce good citizenship and enforce law and order.

A child—always a qualitative hazard—is born a bundle of undeveloped problematical forces and possibilities, susceptible to direction and control; wholesome development, or warping and perversion. But, his first impulses are essentially of the animalism rather than to the ideal and spiritual. He is more or less a savage with various latent capacities for good and for bad. These appear by degrees in the course of his growth, and need guidance and restriction according to the situation. He is subject to inexorable laws of evolution which he cannot avoid. No matter how good or bad his inheritance from the blood of his parents and ancestors, his unfolding is subject largely to the influence of surroundings which bear upon him from babyhood. He arrives to our arms an innocent weakling, wholly dependent upon some adult person or persons to rear it properly. This duty devolves first and chiefly on his parents; secondly, on his teachers. If the parents are shiftless, indifferent, lazy, ignorant, vicious, criminal, whether occurring through poverty or meanness, the child's character will partake of them and suffer from their unfortunate consequences from the very outset of his intelligence, for his intellectual forces must inevitably develop amidst an atmosphere of immorality. His whole nature will slowly but surely evolve along the lines of irresponsibility, deception and vice. He will reach maturity with little or no adequate conception of right and wrong; little or no realization of the sanctity of law and order and the sublimity of justice; he will have no regard for truth nor shame for falsehood, he will scarcely understand honor, and will not feel disgrace even when convicted of crime. Our criminal and police courts offer abundant proof of these facts. So, a citizen developed from a child reared in those conditions is generally considered unsafe, undesirable, often dangerous, and is too frequently also a criminal at heart if not in conduct. At best he is one that is avoided, if not shunned and mistrusted, by his neighbors. You don't want to live near him; you even fear to employ him. He is practically an outcast of society without hope of personal or domestic improvement or social recognition. He is often a sore spot on the body politic, which you would remove if you could. All this degradation can be found among children and adults at our doors, sometimes in families where poverty is perhaps the chief initiative cause. How far reaching and how much more perverted can human beings become where large numbers of families are reared similarly in contact with each other, is evident to the most superficial thinker.

The child has a right to protection by the community against the conditions that work for his early desecration and ultimate destruction. He has a right to protection against his own inherited weaknesses; against his own inherited tendencies to animalism and against the multitude of nefarious circumstances that beset him, threaten him, buffet him, every hour from the moment he reaches his cradle. Indeed the child—a brother of yours and mine, even

if born the lowest and vilest—has a right to a guiding hand and a supporting arm towards ideals and success in life.

Now, next to the parent, foster parents, or legally appointed guardians the state is the guardian of all childhood. If a child, from any cause, is kept from his right due him from his immediate protectors, it becomes the duty of the state to procure them for him. If the immediate protectors—whether his parents, or other person, morally or legally obligated—neglect or refuse to give the child his dues in rearing, it is the duty of the state to punish them and cause proper training to obtain. Under a democratic government, the state is our brother's keeper to the degree of maintaining morality, at least, and facilitating individual good behavior and happiness.

An army of young children are scattered about without efficient training, as will be explained further. Many of these are running wild and loose in the streets. A large number refuse to go to school, or fail to be controlled by their parents. Others are kept by their parents as an asset (to work and produce), or are truants, or for no valid reason go to school a few times and quit. Soon they will be grown—ignorant, untrained, untaught, and their votes will be disfranchised. How are we to save these from the ignominy of degradation, and make of them good, useful citizens and decent members of the social fabric? By compulsory education. There seems to be no other remedy.

The second proposition mentioned which supports the idea of compulsory education is the state's duty to foster good citizenship and enforce law and order.

If you go to the police courts you will notice that nearly every criminal is illiterate, or at least of the class neglected in his educational training, and it is particularly so among juvenile prisoners. A great majority can neither read nor write. Many cannot spell their names. The state punishes them. Had they been properly reared and educated few if any of them would ever appear under criminal charges. Had the state stepped in and done her duty in training the hearts and minds of these unfortunates, there would be need of little money for police protection, and we would have more decent, honorable citizens to grace the community and contribute intelligence to government by the people. From this point of view then we may also affirm that compulsory education is meritorious and desirable.

INDIANA SCHOOL BOARD CONVENTION.

The annual convention of the Indiana State Association of School Boards was held in Indianapolis, November 8th and 9th. The State Association of Superintendents met at the same time and on Thursday evening in joint session discussed the question of "Needed School Legislation" with the school board men. The meetings were held in the Claypool Hotel and Mr. Charles W. Moores, as president of the association, presided.

At the joint session Supt. D. F. Moore of Marion, presided, and in a general statement presented the school situation in Indiana. Mr. Richard J. Aley, of the State University, urged that the taxes on rich corporations be diverted into a fund for the payment of teachers' salaries. Mr. Aley believed that a law similar to the Michigan statute would prove successful. "The state should make the great corporations pay their legitimate share of taxes, the biggest part of which should go toward educational purposes," he declared.

Supt. J. N. Study, Fort Wayne, urged the application of the merit system to Indiana teachers. The teachers' wages should be increased as efficiency increases. The minimum wage law should be the starting point and higher wages should be given when better work is done. Supt. Kendall of Indianapolis and other members of the association also spoke.

Mr. Moores spoke on "More Pay for Teachers in the Public Schools." "We need," he said, "a tuition tax ample to give living wages to teachers, but that tax should be local, not state. We need a state officer who will give his time to stopping the leakage in our school fund on account of uncollected fines and forfeitures. If all the fines that are collected were turned into the school fund as the constitution demands we should not be treating our teachers like beggars. If we had an excise tax like that of New York imposed upon merchants who have no state license yet sell liquor in their county, we should have much of the revenue we need." Mr. Moores' paper started a lively discussion, but many of the superintendents and school board members did not agree that school corporations should be required to raise their own educational funds.

On Friday afternoon the subject of "Revenues and Expenditures" was discussed. Mr. C. A. Prosser of New Albany, Supt. Lotus D. Coffman of Connersville and Howland Evans of Indianapolis spoke. As a result of the discussions it is likely that the legislature be asked to require treasurers of school boards to loan funds in their care to the highest bidder.

In the evening a legislative round table was conducted by W. S. Ellis of Anderson. The discussion related chiefly to "Means for Increasing the School Revenue." Some of the speakers suggested that the cities are too lax in collecting fines which should go to the maintenance of the public schools. Too many fines are remitted. It was urged that the legislature provide an official to see that all fines assessed are collected and that none are remitted irregularly.

The association elected the following officers: President, W. M. Caylor, Noblesville; secretary, Chas. Klose, Whiting; treasurer, Edward F. Mills, Decatur.

The next convention of the Michigan School Board Association will be held in May, 1907, in connection with the annual gathering of the superintendents. At the last meeting of the association in Battle Creek it was unanimously voted to consolidate with the superintendents, so as to bring the work of the two bodies together.

Indianapolis, Ind. A school for backward children is to be established in the first five or six grades. Kindergarten work and manual training will form a large part of the course of instruction.

Peoria, Ill. The board is seeking to recover funds stolen by former Superintendent Dougherty. Suit has been instituted against a former president of the board who signed invalid script issued by Dougherty. The suit is in the nature of a test case and the result will determine whether or not additional suits are to be filed against other board members.

Students in the Lake Linden, Mich., high school who come from Hubbell, Mich., schools receive street car transportation by the school board of the district in which they live. The board not only pays the tuition for them but furnishes them a book of tickets good on the interurban cars. Each book bears the name of the student to whom it was issued, is non-transferable, and good for one month only. The tickets are valid from 7 until 9 o'clock in the morning on cars leaving Hubbell and from 3:30 to 5:30 in the afternoon on cars leaving Lake Linden. About sixty young people will be cared for.

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STATE NORMAL SCHOOLS.

"The function of a state normal school," writes Superintendent Fassett A. Cotton of Indiana, "is to prepare teachers to teach school. This preparation may be said to take on a two-fold nature: (1) Mere training through the devices and plans in the art of teaching so that the work may be taken up and pursued more or less mechanically; (2) grounding in the principles of teaching, or the professional training that reaches out after the science of teaching. Both are legitimate and both will be necessary as long as teaching remains in its present semi-professional stage, which is likely to be for some time.

"The difference in the two phases lies merely in the fact that in one case the teacher learns the art of presentation through devices without inquiring deeply into the pedagogical principles underlying the presentation. While such preparation can and does enable teachers to do fairly good work in the grades for a number of years, it is apparent that enduring and progressive professional zeal can come only from the second phase of preparation. This, as aforesaid, deals with principles, studies, psychological laws, gains pedagogical insights, has the problems of method uppermost instead of the mere use of devices. And this is really the function of a school for the preparation of teachers.

Normal School Organization.

"To do the most for the teachers and the schools it should have something like the following equipment: (1) A thorough course covering from two to four years with graduation from the best high schools is requirement for admission; (2) a completely equipped city or town school system covering the work from kindergarten to and including high school for observation and practice work; (3) a complete consolidated township system covering the work in kindergarten, the eight grades and high school, for observation and practice, with course in agriculture, a small farm owned by the township, good township library, etc.

"The purpose is to prepare teachers for the primary and secondary schools. This should not be lost sight of for a moment. Every one connected with the system should be thoroughly and intensely conscious of this purpose—to teach teachers to teach. The academic work that is done, the subjects that are taught, are not for the sake of knowledge primarily, but for knowledge and presentation.

On a High Plane.

"The academic work itself must be pitched upon so high a plane that it will be professional. It must get at the fundamental nature of subjects, and must ground the student teachers in universal principles of education instead of particular facts. It should teach subjects instead of text-books. The purely professional work should be inspirational, theoretical and practical.

"For inspiration, there should be a strong course in the history of education, and every teacher should have it. The history of education is essential. It shows how we have come to be what we are. Its vast field of literature furnishes the very best sources of inspiration to one who has made teaching his life work. For theory, a rational study of mind is essential. Psychology will reveal the nature of consciousness and furnish the only basis for common sense pedagogy. For the practical side, the work in the practice schools themselves, through observation and teaching, will furnish what is essential.

"The kindergarten and manual training are problems that belong in the normal school and it should have the very best facilities for work in these lines.

Should Be a Model.

"The practice school should be a model in every way. It should have the best building, the best equipment, the neatest grounds, the most beautiful rooms and the most skillful teachers that can be found. There should be an expert supervisor of these teachers; the teachers well prepared, cultured, sympathetic, big men and women.

"It will be noticed that I have included the high school in this model school. If there is a place where better teaching is needed it is in the high schools. (I am sure this is true in Indiana.) This will necessitate larger scholarship on the part of the teachers in the practice school.

"The third factor is a complete rural system for observation and practice. The ideal would be a centralized township system, including work from kindergarten through high school. It should be centrally located, provided with transportation wagons, should have a small farm equipped for manual training for boys and girls. This should be built upon the basis of what every township in the state could afford, and should be conducted upon actual working conditions. Here could be trained the supervisors and teachers for the centralized schools and the district schools over the state."

EVENING SCHOOLS.

Cleveland, O. Upon recommendation of Mrs. E. A. Hyre the board of education has voted to establish a two years' commercial course in the evening high school. The committee, consisting of Supt. Elson and Director Orr, reported to the board that under ordinary conditions the evening course offered equivalent value to the similar courses in the day high schools.

Milwaukee, Wis. In response to requests the work of the night schools has been expanded to include bookkeeping, mechanical drawing, and algebra. The classes in common school branches are largely attended.

Denver, Colo. A night school has been opened in one large centrally located building, instead of several schools in different sections.

Seattle, Wash. After establishing a successful system of elementary night schools the board of education has decided to open an evening high school. The following courses will be open to students: Geography of commerce, business arithmetic, essential elements of arithmetic, algebra and geometry as applied to business mathematics, mechanics and bookkeeping.

There will also be courses in applied electricity, in mechanics, industrial chemistry, mechanical drawing and shop work of various kinds, such as carpentering, wood turning, etc. Besides these, courses in typewriting and stenography will be taught.

Sioux City, Ia. Careful observation of the work done in the evening schools has led to the belief that better results can be accomplished if the older people are separated from the younger pupils. Men and women of 30 and over are naturally slower than those between 16 and 25 and consequently a hindrance to the latter. It is proposed to divide evening classes so that the persons in a room will be nearly of an age.

Menominee, Mich., is one of the few places in the United States in which students in the night schools must pay tuition fees. The school board requires all students to pay \$1 per month to defray the necessary expenses.

St. Joseph, Mich. The following will be taught in the night school, open for two nights a week, running for four months and charging tuition of \$1 per month: Reading, writing, spelling, arithmetic, geography, grammar, history and government of the United States; commercial studies, including bookkeeping, shorthand, typewriting; conversational German and mechanical drawing.

Cedar Rapids, Ia. Night schools have been organized for the benefit of the Bohemians of the city.

Binghamton, N. Y. Night schools have resumed work with sessions on Monday, Wednesday and Friday nights.

Watertown, Wis. A night school has been opened for both sexes, with sessions on Monday and Thursday evenings. High school teachers will be employed at \$1.50 per evening. The pupil, who may be neither under 14 years of age nor attend the day public schools, must deposit, on entering, \$1.50 for the use of the books from the school library, the sum to be refunded at the close of the session.

St. Paul, Minn. Four night schools, in charge of the superintendent and board of education, are now in operation. The entire work is divided into two semesters of six weeks each, with classes on Monday, Tuesday, Thursday and Friday evenings from 7:30 to 9:30 o'clock. Salary for teachers, \$1.25 per night. Course of study same as grade subjects, with advanced work.

Public night schools are being conducted in many cities of the country, including Chicago, Ill.; New York City, Utica, N. Y.; Rochester, N. Y.; Seattle, Wash.; Milwaukee, Wis.; Wilmington, Pa.; Philadelphia, Pa.; Buffalo, N. Y.; Boston, Mass.; Baltimore, Md.; New Orleans, La.; Pittsburg, Pa.; Racine, Wis.

Utica, N. Y. Under the law now in effect it is unlawful to employ boys between the ages of fourteen and sixteen who do not attend an evening school sufficiently regular to obtain a certificate of attendance. Four night schools have been opened with about 1,000 pupils in attendance.

Rochester, N. Y. An evening school is conducted in the East High School and five evening schools.

Wilmington, Pa. Night public schools have been opened for white and colored pupils.

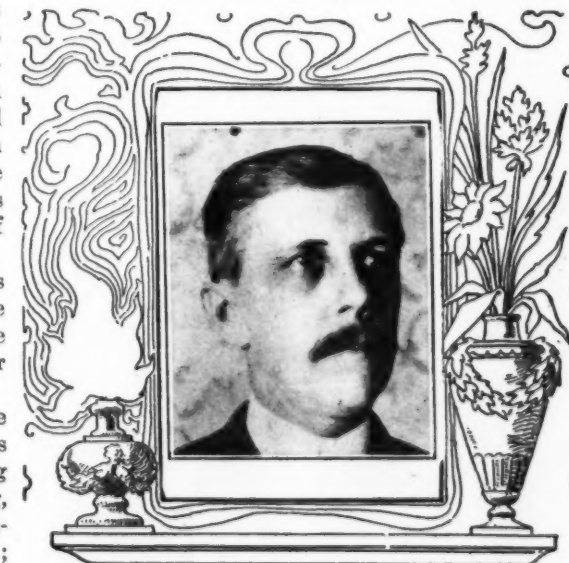
Rochester, N. Y. Sixty Lithuanians are attending the night school in a special class in some of the elementary branches of English.

Milwaukee, Wis. Mechanical drawing, algebra and bookkeeping are the high school branches taught in three night schools.

Fourteen additional kindergartens will be organized in Cincinnati, O.; during the current school year. Manual training is to be introduced in each grammar school at a cost of \$1,000 per building.

Atlanta, Ga. The vertical writing system has been discarded for an intermediate slant corresponding to the English civil service style.

Cleveland, O. The establishment of two schools for defective children has been authorized by the board of education.



MR. S. G. SADLER
President, School Board,
Okolona, Miss.

The School Superintendent.

The seventy-ninth meeting of the New England Association of School Superintendents was held in Boston on Nov. 9. The treatment of atypical and feeble-minded children in the public schools was the general topic under discussion. Dr. P. S. Groszman, who was the first speaker, declared that the exceptional child had not been adequately provided for. Authority should be vested in school boards to remove these children from the schools when their presence is unprofitable.

The following officers were elected for the coming year: President, Stratton D. Brooks, Boston; vice-president, F. H. Beede, New Haven, Conn.; secretary and treasurer, Henry D. Hervey, Malden; executive committee for 1907, W. H. Brownson, Portland, Me.; Earnest L. Silver, Portsmouth, N. H.; Joseph G. Edgerly, Fitchburg.

At the annual meeting of the Michigan State Teachers' Association held at Battle Creek, the following officers were elected:

President, H. M. Slauson, Ann Arbor; first vice-president, Supt. S. O. Hartwell, Kalamazoo; second vice-president, S. J. Guyer, Hillsdale; secretary, Supt. E. D. Palmer, St. Johns; treasurer, George McGeen, Cadillac; members executive committee, E. W. Yost, Detroit; T. K. L. Keeler, Mt. Pleasant.

State Supt. J. B. Aswell of Louisiana is making an active campaign for increasing the number of school libraries in his state. To further the movement a library day has been instituted, to be observed in all schools of the state on Dec. 14. Suggestive programs have been printed for exercises on that day and are being sent out with lists of books suitable for school libraries. Mr. Aswell hopes to establish between 1,000 and 1,500 libraries during the present school session.

Goshen, Ind. Superintendent V. W. B. Hedgepeth has resigned his position at the head of the city schools to accept a place with an insurance company.

Superintendent A. Duncan Yocum of Chester, Pa., has resigned to accept the chair of pedagogy in the University of Pennsylvania.

Spokane, Wash. Superintendent J. A. Torrey has requested each principal that the district in which his school stands be divided into as many precincts as there are teachers in the building, and that each teacher be given a precinct in which she is to inform herself in regard to all children of school age.

This new arrangement, the superintendent believes, will aid in the enforcement of the truancy law, and is stated to be designed for that purpose.

Superintendent H. E. Winner has resigned his position at Duquesne, Pa., to accept the principalship of the Sixteenth ward schools in Pittsburgh. Mr. Winner's salary in his new position will be \$2,400 per year, an increase of \$400.

President J. S. Kendall of the Denton (Tex.) Normal school died October 7th. Mr. Kendall was at one time superintendent of public instruction of Texas and was known as one of the most earnest and efficient members of the teaching profession.

Superintendent C. W. Kendall of Indianapolis is working out plans for the establishment of a school for defective and backward pupils. There are between thirty and forty children in need of special instruction in the public schools. In the ordinary classes they are unable to advance and their presence is an annoyance and a hindrance to their teachers and classmates. A special teacher, with proper requirements for handling such children will be employed. Manual training will be a prominent feature of the education of these children.

New York City. Examinations for graduation, from the public high schools, will hereafter be conducted by the state department of education instead of by the city superintendent. This change is the result of friction between Normal College and City Superintendent Maxwell, the latter having insisted in past years that scholars in the high school department of the college pass the same examination to graduate from that department and enter the college department that scholars in the city high schools have to pass. The trustees of the normal college, on the other hand, maintained that it was a state institution, and therefore, out of the jurisdiction of the city superintendent, and appealed to the state board of regents. The latter wrote a letter to the board of education suggesting uniform examinations for entrance to all state colleges, and threatened if the plan were adopted to withhold the \$90,000 a year, which is allotted to the city for its schools by the state from one of the state funds.

A report that the school board of Harrisburg, Pa., considered co-education a failure in the high school, which was printed in a recent issue of the Journal, proves to be incorrect.

Superintendent of Schools F. E. Downs submitted a report, some weeks ago, showing that the high school is overtaxed and that some way of relief must be found. This naturally led to discussion as to the best methods of providing extra accommodations. If the board provides for separate instruction, it will not be on account of a failure of co-education.

Pekin, Ill. Domestic science, physical culture and manual training will be introduced in the high school. A local woman's club will provide funds for the equipment needed to teach the first and last named subjects.

Iowa. State Supt. Riggs is urging the necessity and advisability of keeping the schools open ten full months in the year. Not one-third of the children who enter the schools ever finish the eighth grade; in fact, the greater number are through with school life before they are in their teens. For these reasons the schools should be open as long during the year as possible so that the children can get the greatest possible benefit out of them.

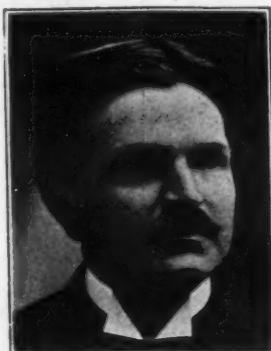
"The lengthening of the school year," writes Mr. Riggs, "would take thousands of children off the streets and place them under the wholesome, healthful influence of the school for an additional month. Curbstone schools which are held in vacant lots and deserted sheds are nurseries of crime. The more we can shorten the terms of these schools the easier the task will be for the grade teacher when the children come back to their regular work in September."

"We have no idea of adding anything to the curriculum of the schools or of increasing work of teachers and pupils. On the contrary, if we could spread the amount required to be done in nine months over ten, we could lessen the push and grind, the strenuousness, which characterizes present school life, in proportion. There would be no necessity for asking the child to study at home, and the child would have more opportunity for learning the arts and sciences of home life under the care of father in the shop or store and mother in the home."

The Educational Bi-Monthly is the name of the new magazine edited by Mrs. Ella Flagg Young of the Chicago normal school with the co-operation of the faculty of the institution. The general topic of the first number is "The Dynamic Factor in Education."

Baltimore has sent a formal invitation to the executive committee of the National Educational Association to hold its next convention in that city. Thirty years ago the association met there, and a concerted effort is being made to secure the convention again. The school board and other civic bodies have combined to urge the advantages of the city.

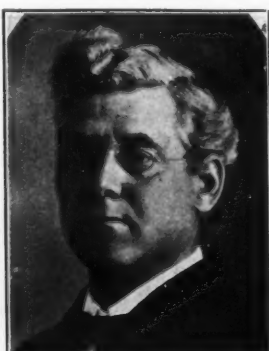
The biennial meeting of the city and county superintendents of California was held November 20-23, at San Diego. No definite program was presented. A number of topics were treated relating chiefly to school supervision.



FRANCIS G. BLAIR
Illinois



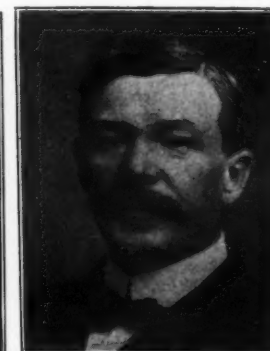
H. C. GUNNELS
Alabama



A. D. COOK
Wyoming



HOWARD A. GASS
Missouri



E. T. FAIRCHILD
Kansas



L. L. WRIGHT
Michigan

Some of the Newly Elected State Superintendents.

In the first we have not a discussion of the to justify, in factory to the education, the become a curriculum.

Ought this reach of ever the subject, of a particular forward to a the use of the of every pupil tion of the those who to do not? Let tation of time it impossible upon which

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Book Now, t Read be Teachers' A

Manual Training in Small Schools

By Delos Fall, Albion, Mich.

(Formerly State superintendent of Public Instruction)

In the first place it must be insisted that we have not yet passed the point in the discussion of this subject where we are not obliged to justify, in a manner which shall be satisfactory to the ordinary member of a board of education, the right of manual training to become a component part of the public school curriculum.

Ought this subject to be placed within the reach of every pupil? Or, from the nature of the subject, may it be carried on for the benefit of a particular group of pupils who are looking forward to a life which will require facility in the use of the hands? Ought it to be required of every pupil? Is there any proper justification of the traditional classification of men into those who toil with their hands and those who do not? Let me hasten to answer lest the limitation of time allotted to this paper shall make it impossible to establish clearly the grounds upon which the answer is made.

In the opinion of the writer, manual training should be required of every pupil in every school, city and rural, and when this question is properly considered there can be no proper division of men who toil, into those who employ their hands and those who do not. The contention will be that in a most needful and emphatic sense all men feel the necessity of enlisting the hand as the most facile and effective servant of the mind.

The Functions of the Mind.

In the last analysis of the educational problem it may reasonably be urged that all the acts performed by a pupil or student may be referred to or classified under one or the other of two heads. The terms used to designate this classification are various, and the thought has lost clearness and produced confusion in its discussion by the complexity of the nomenclature used. According to the terms of elementary psychology it has been said that all the acts of the awakened and active mind are either acts of *impression* or *expression*. In the language of formal psychology these acts may be described in terms of *apperception* and *retention*, the residuum of power gained by each apperception act being retained until the occasion arises for its use in some subsequent act of expression.

Situated as the human mind is in the midst of a material world, which is constantly seeking to make an impression upon it, the varying phenomena of that world knocking loudly for admission to the inner activities of the mind; this mind having as its agents for transmitting these impressions from the outside world the physiological senses, sight, hearing, feeling, etcetera, its whole occupation, so far as the acquirement of knowledge is concerned, is to receive and interpret the various sensations which come to it through these media. Later, when the work of sorting, sifting, classifying and arranging this knowledge has been finished, the second act begins and expression is made to the outside world of the precepts, images, concepts, judgments and conclusions which have been produced by the mind in its first act. In other words, the complete history of the life and activities of the human mind may be compassed by the statement that all its acts are either those by which knowledge is acquired or those by which knowledge is given out or expression made.

Book Learning Not Alone Educative.

Now, the commonly accepted tradition of

Read before the School Board Section, Michigan State Teachers' Association.



many schools, a tradition which is still too common, is that all the knowledge which is desirable for the child to acquire may be found inside the covers of a book, and accordingly his first act, and in many schools the only act, is to develop the power to interpret the thought of the author from the printed page by an act which is called reading.

The time at my disposal will not permit me to enlarge upon the evils that attend such a method of procedure. Educators have recognized the evil and the kindergarten and the laboratory are today furnishing the materials for study so that the pupil comes much nearer to an appreciation of the real thing and hence gains more perfectly the knowledge involved in the act.

Laboratory methods, however, are still faulty in the degree in which the material which is furnished is removed from its original surroundings or has been brought into perfect form by hands other than that of the pupil. Manual training meets the case more perfectly in that it deals with the raw materials, and from these the idea involved grows as the manipulation by the pupil proceeds, so that he sees each part, the relation of each part, and is therefore better able to comprehend the whole.

I desire, however, to use the greater part of my time in finding an argument and justification for manual training from the side of the general educational problem which involves expression.

Manual Training; Its Meaning to the Masses.

Manual training has very correctly been defined as "The training of the hand to express the ideas of the mind, so as to correlate mind and matter." We train our pupils to think, and with that power there arises spontaneously in the mind a desire to express the thought. For this purpose the schools very properly expend much time and energy in imparting to the pupil the power to express his thoughts with accuracy and precision through the use of the mother tongue. To all to whom it is possible, the most potent and most to be desired accomplishment is the power to think upon one's feet and then and there to express the thought without embarrassment. But this can be realized by a few, and only a few, a small fraction of the pupils who are trained in our public schools. Such boys and girls develop into men and women who will be the leaders of their time. Another small fraction of our pupils will gain the ability to express their thoughts in the form of writing. They will be the essayists, the journalists, editors and authors. Our schools are very wisely paying very great attention to

the training of all pupils in the art of composition. Only a few of them, however, really come to success in this line of effort.

But the large majority of our pupils are not included in the two classes already mentioned. The great majority will not be able to speak in public, nor will they use the pen, except in an indifferent manner. In the very nature of the case the larger number of men and women will be obliged to find other means of expression than these. Coming directly to our subject then, let us notice that the thoughts of the great body of common people are expressed by the hand, rather than by word of mouth or the art of writing, and yet the messages delivered by those who toil with the hands are among the most forceful and beautiful of any that emanate from the mind of man. Never in the history of man has the fact been more evident than that great blessings are conferred upon mankind, more emphatic utterances are made, more beautiful and uplifting lessons are taught through the work of the artisan, the agriculturist, the sculptor, the painter, the architect, the musician, all these doing their work with their hands, and it may be, without uttering a single word.

Place in the Curriculum.

Manual training is not simply a means to an end that our boys—especially the boys—should have some preliminary training which shall be akin to the life they will lead, and the work they will do in later years. It may be all that, but the proper justification of the wisdom of introducing manual training into an already overcrowded curriculum must be made on a much higher plane than that. The idea that manual training is to teach the elements of a trade is unjustifiable from the standpoint of the general education of the child.

A further word needs to be said concerning the place and mission of this subject in the course of study. It is not a makeshift or device to relieve the tedium of other work; it is not an isolated work, separate and distinct from all other subjects; but it should be so conducted as to fit into and supplement the general school work, so as to form an integral part of the general method of self-expression.

Manual Training in Small Schools.

The subject which has been assigned to me seems to imply the placing of this subject in the curriculum of those schools which are so small as to preclude extensive apparatus or special teachers. Even here a great deal may be accomplished if the ordinary teacher catches the spirit of much that may very correctly be denominated manual training, although it may lack the careful organization of graded courses which is of course desirable. In some of our best schools it is not held to be necessary that there should be a logical sequence of models, according to which all the children make the same articles in the same order.

The question will be asked by the teacher, What shall be made? The first answer is, make something; do something with the hands. Let the child make what he chooses to make, always, of course, consulting with the teacher as to the practicability of doing it. If in the judgment of the teacher the task is too great for the powers of the pupil, let the thought and ambition be turned to something easier. The first grade in one school made playhouses; the second grade made bird houses and flower boxes. The bird houses were placed in trees near the school house, and the birds observed

(Concluded on page 18.)

THE AMERICAN School Board Journal

Reg. U. S. Pat. Off.

DEVOTED TO

School Boards, School Officials and Teachers

WM. GEO. BRUCE - Editor and Publisher

MILWAUKEE OFFICE - Montgomery Building
Entered as second class mail matter in the Postoffice at
Milwaukee, Wis.

NEW YORK OFFICE - 27 East 21st Street

W. J. LAKE, REPRESENTATIVE

CHICAGO OFFICE - 56 La Salle Street

H. B. BOARDMAN, REPRESENTATIVE

ISSUED MONTHLY - SUBSCRIPTION, \$1.00 A YEAR

HOW TO MEASURE RESULTS.

The board of directors of an industrial enterprise can usually measure the results of that enterprise in exact figures. The superintendent, who is held responsible for these results, can show gains or losses, if any, in a table reduced to dollars and cents.

Not so with a school system. No school board can measure with exactitude the actual results achieved by the school superintendent and his corps of workers. Results in education are not reducible to decimals, nor can they be made as clear as a bank statement.

And yet, an observant school board can satisfy itself, beyond the peradventure of a doubt, as to the growth or stagnancy of a school system. There are a thousand symptoms of advancement or retrogression which do not express themselves in official statistics. The atmosphere of the classroom, the spirit of teacher and pupil, the tone and manner of the supervising factors—all point to one or the other direction—progression or retrogression.

But, a school superintendent's report, if rightly made, may reveal conditions which are safely indicative of the tendency which prevails. There are policies which he must advance—policies which in themselves are either progressive or otherwise; there is a degree of power in their enforcement which must assert itself sufficiently to be apparent to the administrative factors. A discerning mind, too, will read important facts out of an array of statistics, bearing upon the educational as well as the financial labors of the system.

Superintendent Pearse of the Milwaukee schools presents in his recent annual report certain facts which illustrate the possibilities in measuring results. We reproduce the following paragraphs:

"For the school year 1903-04, out of each 1,000 pupils attending the schools, forty-nine were in the high schools; during the school year 1904-05, out of each 1,000 attending, fifty-eight were in the high schools.

"During the school year 1903-04, the records were not kept so as to show separately the attendance in each grade, or to show separately the attendance in grammar grades and primary grades. In 1904-05, however, the attendance in the grammar grades (5, 6, 7, 8), was 29.8% of the total attendance in the schools; the attendance in primary grades was 55.8% of the total; and attendance in the kindergartens was 9.4%. For the year 1905-06, the attendance in grammar grades was 31.8% of the whole; the attendance in primary grades 53.1%; and that in kindergartens 9.1%.

"When it is remembered how many more chances are open to the high school student when he leaves school, and how much more

valuable to himself and to the community he may become, and when it is remembered also how many more chances and how many more kinds of employment are open to the pupil who finishes the grammar school, than to that one who has only such education as may be had in the primary grades, it is a matter for proper pride and gratification that, in the school year just closed, nine more pupils out of each 1,000 in the schools were in the high schools than was the case two years ago, and that fourteen more pupils out of each 1,000 were in the grammar grades than was the case one year ago."

The assumption here must be that if the general standard of instruction has been upheld, the results yielded by the school have been vastly increased. But, it may also be assumed that when the work has been made sufficiently attractive to the pupil as to prompt him to secure the maximum of instruction, that the quality of that instruction has been the real incentive.

THE NEXT N. E. A. MEETING.

The next meeting of the National Educational Association will be a historic event. There will be proud days for the cause of popular education in the United States, proud days for the city of Philadelphia, and for President Nathan C. Schaeffer.

The location for next year's meeting has not been determined by the Executive Committee, but it is safe to say that Philadelphia alone is entitled to the distinction of entertaining the fiftieth annual meeting of the association and thus celebrate the semi-centennial of its existence.

It was in 1858 that the National Teachers' Association, which later changed its name to the National Educational Association, was organized and held its first meeting in the city of Philadelphia. After a useful existence of a half century it may well go back to the city of its birth to celebrate its fiftieth anniversary.

Aside from the fact that Philadelphia gave the organization birth, there are other elements of appropriateness in selecting the Quaker City for this historic gathering. Pennsylvania is the home of its honored president, Nathan C. Schaeffer, who has been one of the most useful members of the N. E. A. as well as being one of the oldest state superintendents, in point of continuous service, in the United States. There is therefore a degree of fitness in selecting Pennsylvania and thus honor both the metropolis as well as its leading educator.

Then, too, the city superintendent of Philadelphia, Prof. Martin G. Brumbaugh, must not be overlooked. This powerful schoolmaster only recently left a comfortable college chair to take up the arduous duties of the superintendency of a large city. He was the first to extend the hand of welcome for next year's meeting. He will be the actual host and will, no doubt, perform the task in a princely manner.

Philadelphia is also a point of exceptional interest historically. The newer generation of teachers that has not visited this city heretofore will find a fund of material, both valuable and interesting, and will deem a visit to the old Quaker City an event in their own lives.

Therefore, on to Philadelphia in 1908!

CALIFORNIA'S PECULIARITIES.

The school people of the United States have always looked upon California with a somewhat puzzled mien. The hospitable spirit of its people with the alternate display of selfishness has been a source of mingled surprise and disappointment.

The troubles which now afflict the unfortunate city of San Francisco are the unrestrained outburst of that selfishness. And yet, if the educators of the land were to become its guests under favorable local conditions, the expression of welcome and hospitality would prove par excellence.

The writer recalls to mind the narrow and inexcusable spirit manifested in recent years by that organization called the Sons of the Golden West. Its Chinese wall tendency has been detrimental in a large degree to the interests of the state in that it has fostered the idea that California is not a part and parcel of the great sisterhood of states.

The wayfarer from the eastern state who sought a livelihood on the Pacific Coast found himself effectually ostracized by the members of that un-American organization. Young men who came to grow up with the Golden State found themselves struggling with this narrow spirit, which said, "If you are not a native of this state, go back where you came from." The test of character and ability were cast to the winds.

In the educational field we are confronted in California with a peculiar condition. The state, in a spirit of separatism, has for years been its own publisher of school books, on the assumption that no other publisher can do this as economically and well. Nor does any other state, older and wiser in experience, attempt to invade the field of communism to the extent as to believe that political factors are especially designed to prepare text books for educational use.

No field of production demands talent of a higher order than that of educational publications. It not only involves a rare ability in meeting the wants of classroom teaching, but also the most advanced methods in the art of printing, engraving and binding. Authorship—educational authorship—is a matter of discriminate selection rather than of mechanical construction or political direction. The narrow, selfish spirit must give way to one of broadness and liberality.

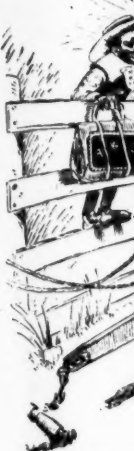
Interstate commerce implies an interrelation between state and state, that recognizes wholesome methods of exchange in commodities, that puts a premium upon superiority and merit, and stimulates competition upon legitimate and accepted lines.

LACK OF DISPATCH.

If the leading weakness of boards of education were to be characterized in one phrase it would find an apt designation in a lack of expeditious procedure.

A sincerity of purpose running in divergent lines, a timidity in facing public opinion, a love for loquacious delay, a lack of reliable information and sound judgment—all these form the cause for dilatoriness and procrastination in school administrative labors.

Follow the inception of a movement, an idea or a venture of some importance in the average school board of the land to its final consummation; measure the time and speech expended, and the story would prove startling even to the actors themselves.



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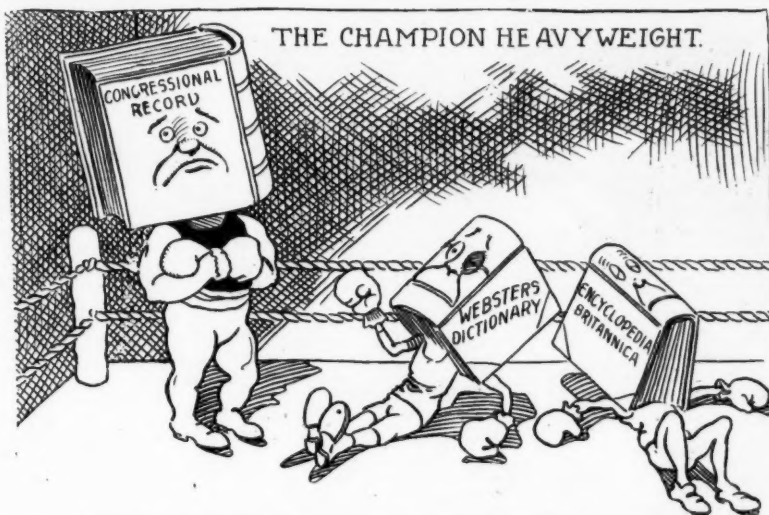
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by



The effect of making education the basis of suffrage in the South.



The future welfare of the nation is in the hands of the public school teachers.



A book that beats the modern Dictionaries and Encyclopedias.

For instance, Chicago is unable to solve the problem of rating teachers. It has been solved elsewhere, why not in Chicago? The members indulge in a weekly talkfest and accomplish nothing—or at least will not accomplish anything without a loss of valuable time and energy. Many schemes are proposed, but none agreed upon.

Disagreements among the members of the Detroit school board have caused serious delay in the completion of several school buildings. Political bickering has taken the place of an open, fair and sensible disposition of the affairs of the school system.

The school board at Pittsburg is unable to agree upon the plans for a new high school. Factions have resorted to the courts to force the recognition of local architects to the exclusion of architects from the outside. Merit must give way to favoritism.

Other troubles and delays may be mentioned. The selection of teachers and janitors are to be made either upon political or religious lines. Foolish rules and regulations regarding teachers going to dances, courting and getting married, have cropped out. Questions of discipline, touching misunderstandings between the superintendent and his principals, are handled with personal animosity. Employees are discharged for political and other insufficient reasons. Purely professional labors are interfered with by the most "professional" members of the board, etc., etc.

The thought cannot here escape that men who are individually competent are frequently

collectively incompetent. A certain unpreparedness enters into their deliberative labors. Talk and discussion alone on the part of a body of men who have not absorbed the experience of others, who have little time to give for analysis and reflection, will not solve grave problems with any degree of dispatch. No matter how high grade the men and women are who sit over the destinies of a school system, they must possess equipment for the duties in hand, give thought and study to problems to be solved, and bring to their aid the past experience of similar bodies on similar subjects.

THE SELECTION OF SCHOOL SITES.

When a school administrative problem has been solved in one section of the country and long becomes buried and forgotten, it will rise in another section as a brand new theme which enlists the warmest local interest and is approached with a new variety of suggestion and treatment.

The question of selecting school sites is by no means a new one. Wherever it springs up it is followed by a volume of suggestions, opinions, clashes and rows, and a bitterness that is apt to linger for years. A number of sites are offered, a neighborhood pride is stirred, real estate men rival with each other, public opinion is attracted and finally divided—and war is on.

Schools must necessarily be located in the center of school population. In a locality where the growth of population is slow or

stagnant present conditions must decide. Where the locality is a growing one the decision must be based upon the prospective center of school population.

Here it must be assumed that in such selection it is also borne in mind that the site must be sufficiently elevated to gain drainage, away from swamp or low lands and from factory or railway noises.

The mode of securing or purchasing a suitable site for a schoolhouse has frequently been debated. We have always inclined, and do now incline, to the employment of condemnation proceedings. This will eliminate the possibility of scandal, permit the selection in keeping with the best interests of the present or prospective school population, and fix the terms of the sale upon the actual value of the property acquired.

Wherever tried, this method of acquiring school sites has proven satisfactory. The city of New York saved in one year the sum of \$40,000 by adopting the method of employing condemnation proceedings as against the older method of dealing with real estate agents and private owners.

Reading, Pa. A report has been presented to the board of school control recommending that Supt. Foos be granted leave of absence for rest and recuperation. Mr. Foos has been working so hard during the past year that his health is in danger.



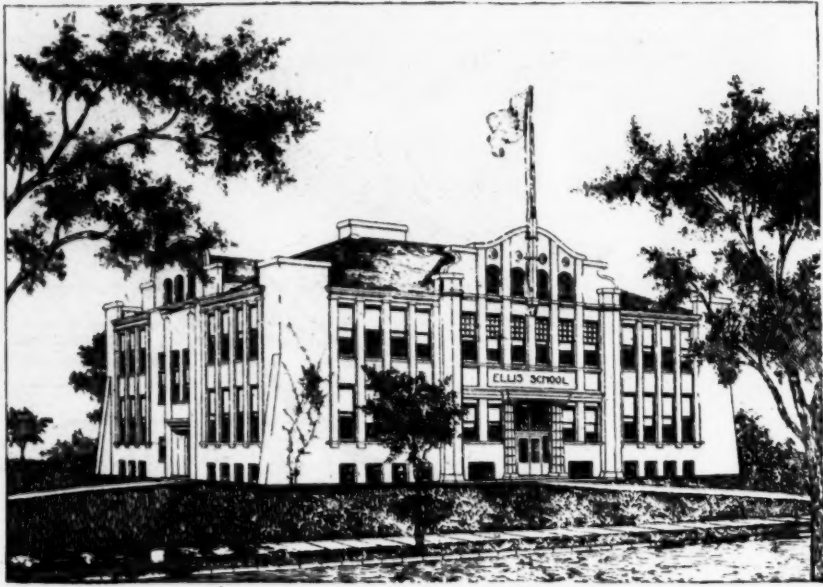
The fraternity evil is to be dealt with summarily by a number of Boards of Education.



The exclusion of Japanese children from the San Francisco Schools resulted in diplomatic difficulties.



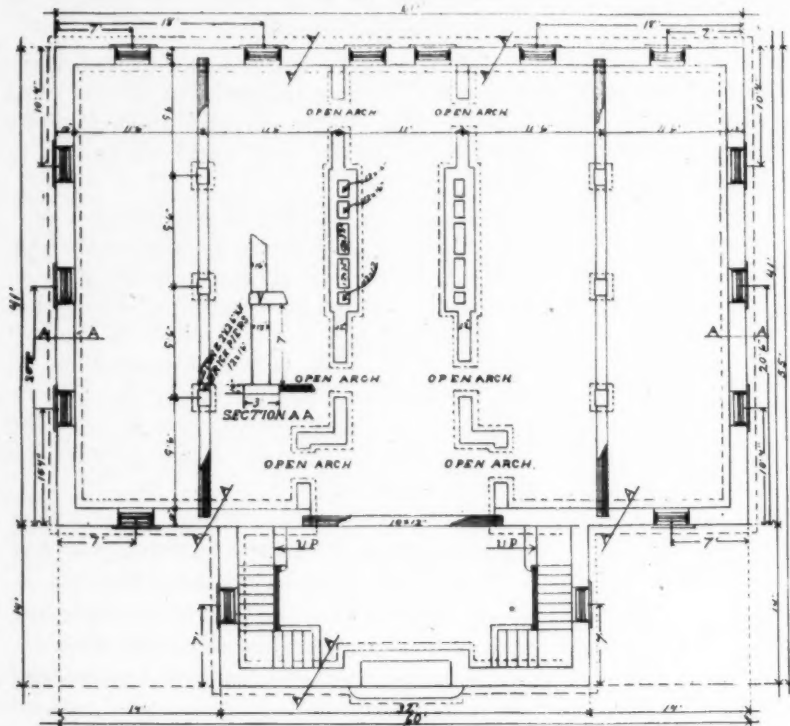
A remedy for Chicago School Board troubles suggested by the local press.



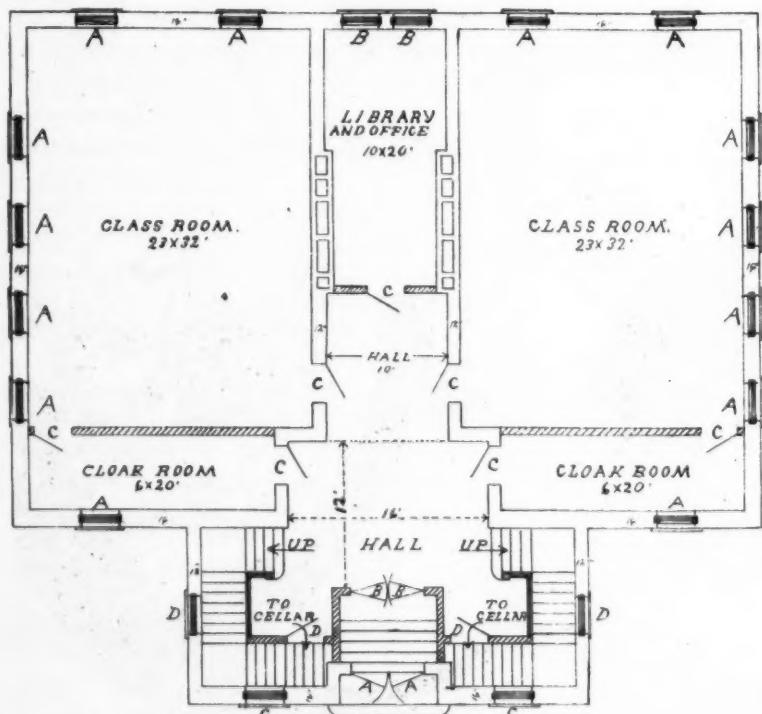
NEW ELLIS SCHOOL, ROCKFORD, ILL.

Frank A. Carpenter, Architect

Contains ten class rooms, principal's office, teachers' room and manual training room. Cost \$34,000.



BASEMENT PLAN



FIRST FLOOR PLAN

PLANS AND FRONT ELEVATION, NEW SCHOOL, BROADWAY, UNION COUNTY, O.

Cost, \$8,000, without heating or plumbing.

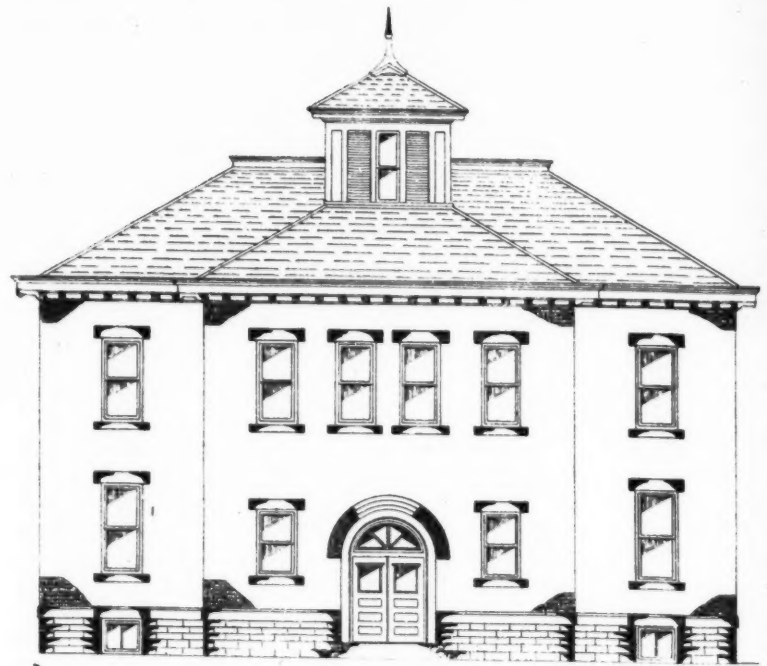
Mr. J. J. Sloan, Architect, Marion, O.



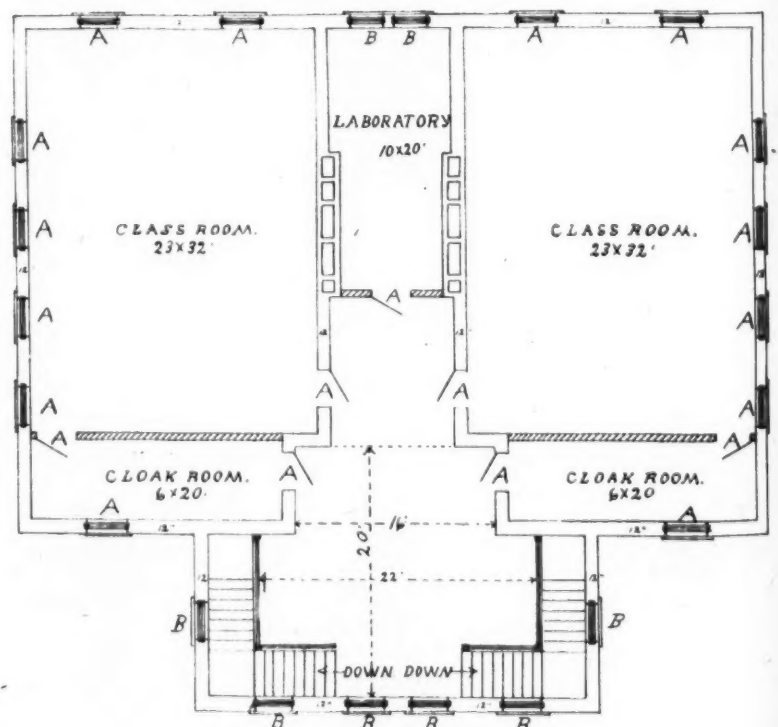
NEW SCHOOL, BUTLER, N. J.

Eight Rooms.

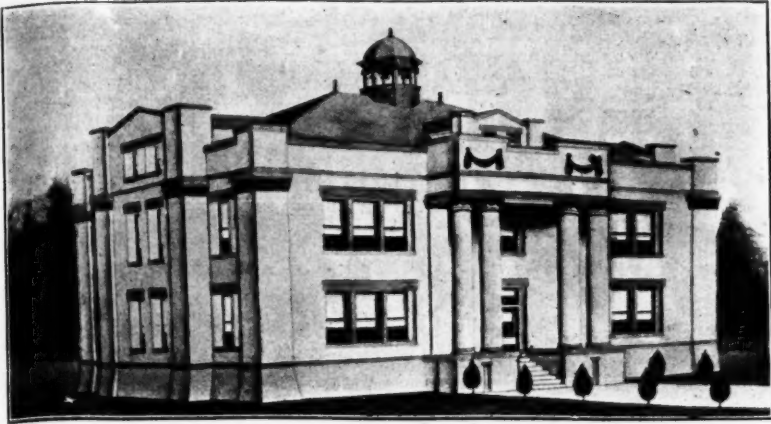
Jacob Vreeland, Jr., Dover, N. J., Architect.



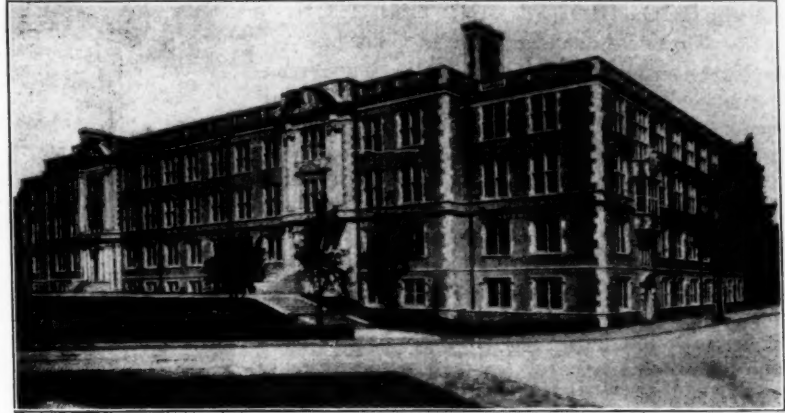
FRONT ELEVATION



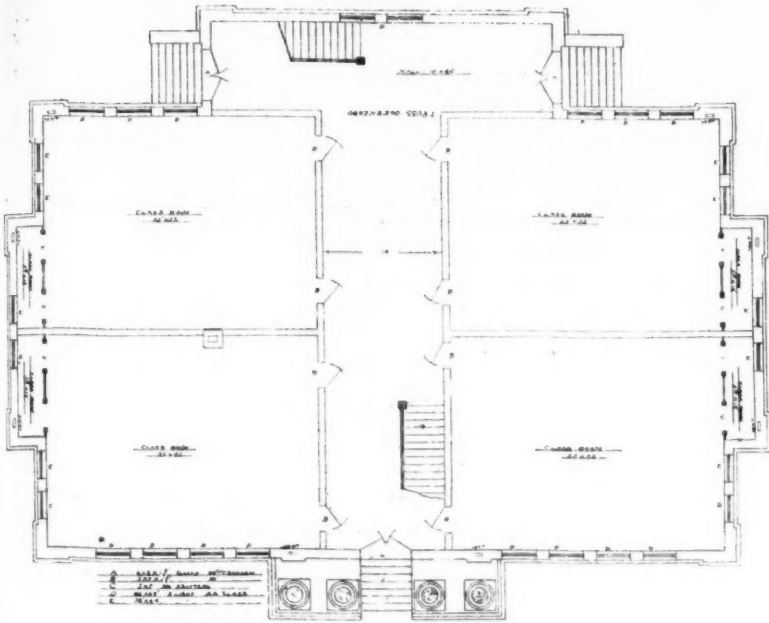
SECOND FLOOR PLAN



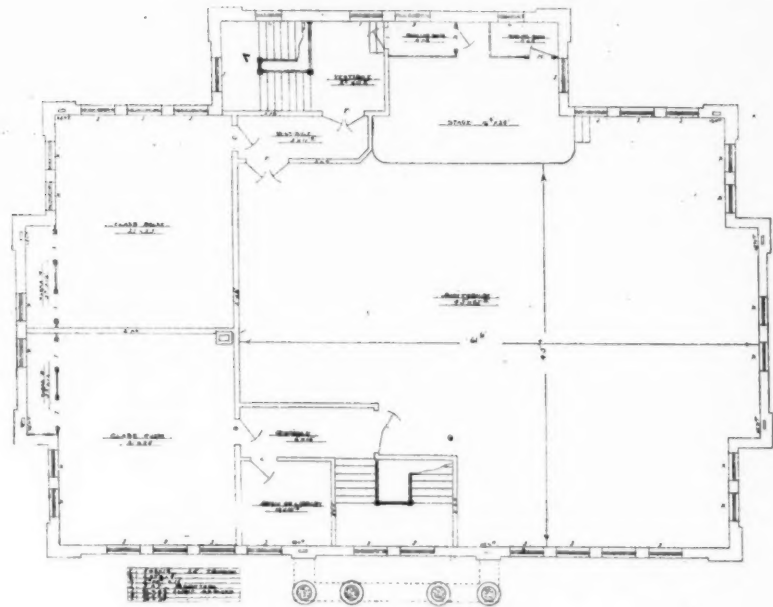
NEW PUBLIC SCHOOL, GRAND SALINE TEXAS
Walter E. Taylor & Son, Architects.



NEW ENGINEERING DEPARTMENTS BUILDING,
University of Pennsylvania, Philadelphia.

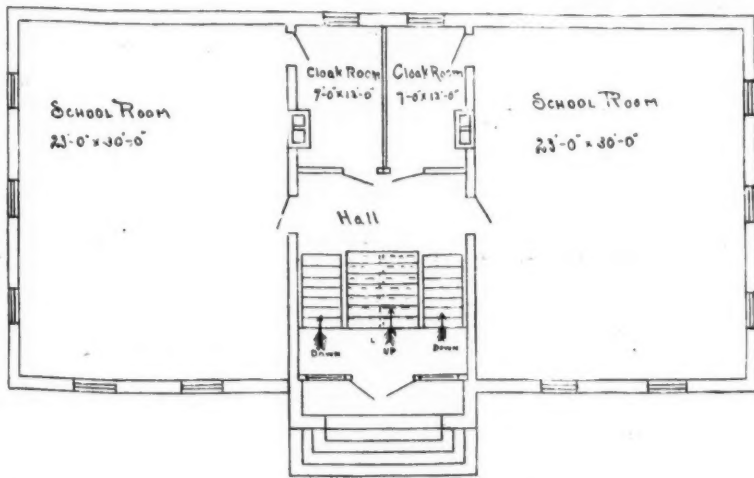


FIRST FLOOR PLAN

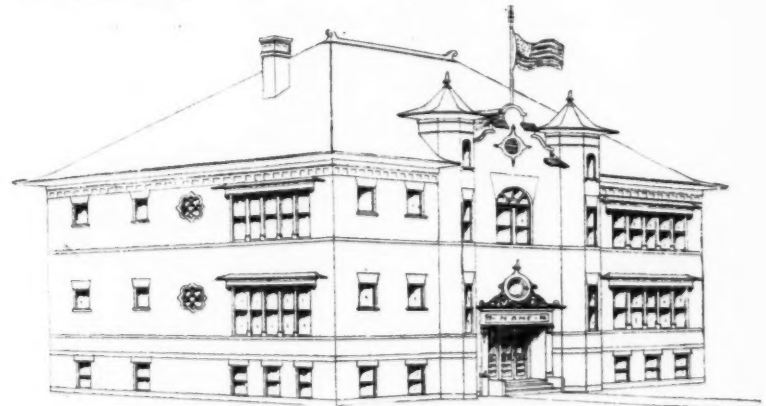


SECOND FLOOR PLAN

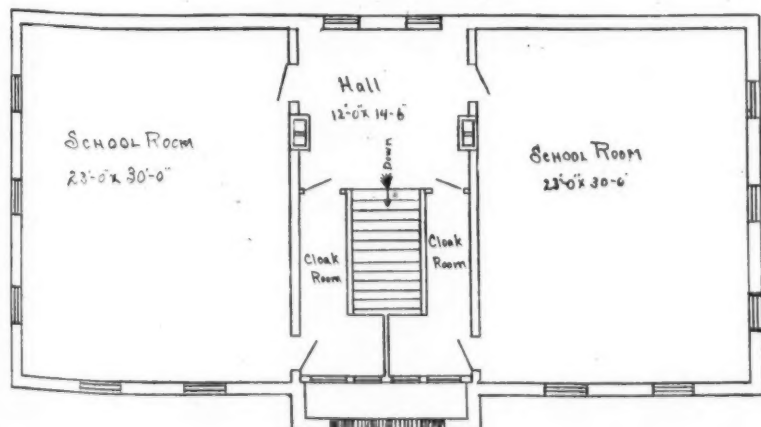
FLOOR PLANS, NEW PUBLIC SCHOOL, GRAND SALINE, TEXAS
Walter E. Taylor & Son, Architects, Greenville, Texas.



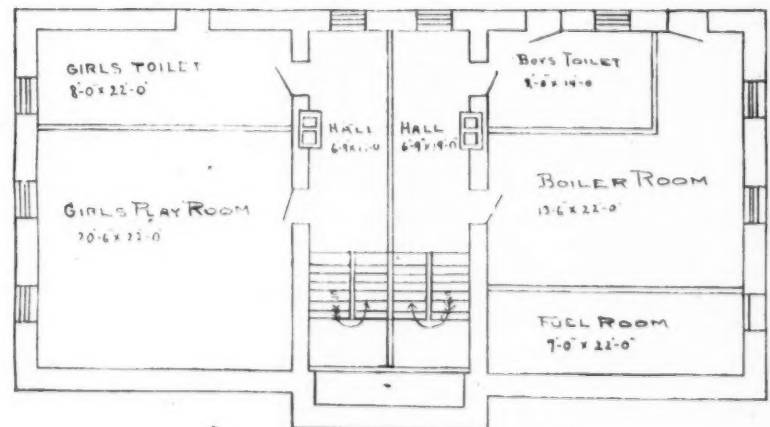
FIRST FLOOR PLAN
New School, Milan, Mo.



NEW PUBLIC SCHOOL, MEDFORD, ORE.
Chas. H. Burggraf, Architect, Albany, Ore.
Basement in concrete; building, brick. Cost \$20,000.



SECOND FLOOR PLAN



BASEMENT PLAN

PLANS, NEW SCHOOL, MILAN, MO.
Built in brick and stone, E. G. Kern & Co., Architects.

SCHOOL HOUSE CONSTRUCTION.

Notable Advances Made in Chicago.

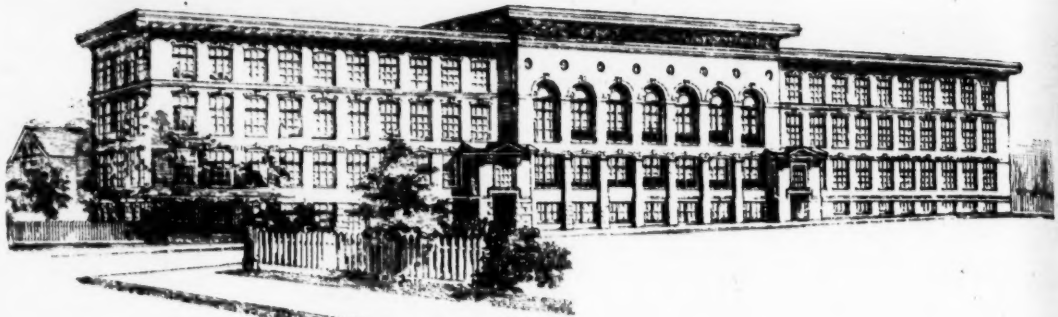
Noteworthy advances in public school construction and equipment are underway in Chicago. In that city conditions, fortunately, make it possible to limit the height ordinarily to three stories. Absence of very high buildings surrounding school sites, together with land at prices not altogether prohibitive, permit of a degree of open space. To take the utmost advantage of these excellent light conditions, however, the Chicago school, as exemplified in six new buildings, is so constructed that the classrooms have at least 25 per cent more glass than is customary or has until now been the case in Chicago. The walls do not exist as walls, but are more in the nature of piers, the spaces between being filled entirely with glass. In fact, so far as the walls are concerned, these modern places for the child to develop are as flooded with sunshine as the greenhouse for growing flowers. If ever there is too much light it is a simple matter to pull down a shade.

A distinctive feature is the so-called "tower" system for the toilet arrangements. Instead of having them entirely in the basement, this plan provides for four units arranged vertically, one in the basement, and one each on the three floors above, the "tower" for boys being at one end of the building, and that for girls at the other. The old method of herding each sex into one large basement toilet-room cannot fail to militate against home-taught modesty between members of the same sex. The four units in the "tower" system keep different ages by themselves. The class-rooms on each floor are usually filled by children within a year or two of the same age. Inasmuch as each floor, therefore, has its own toilet-rooms, it is not necessary to mix the older boys with the younger boys, or the older girls with the younger girls. Another great advantage lies in the fact that girls at certain periods of development are not subjected to the physical harm of too much stair climbing. More careful supervision and control of the toilets may be had also. There was at first some objection to the "tower" arrangement of toilet facilities on the score of expense. A recently passed city ordinance, however, requiring porcelain closets and better plumbing, and that basement toilets be heated in cold weather, has evened up to a considerable degree the expense between the "tower" and the old basement plan, so that the former costs but \$1,500 more than the latter to install in a twenty-six room school.

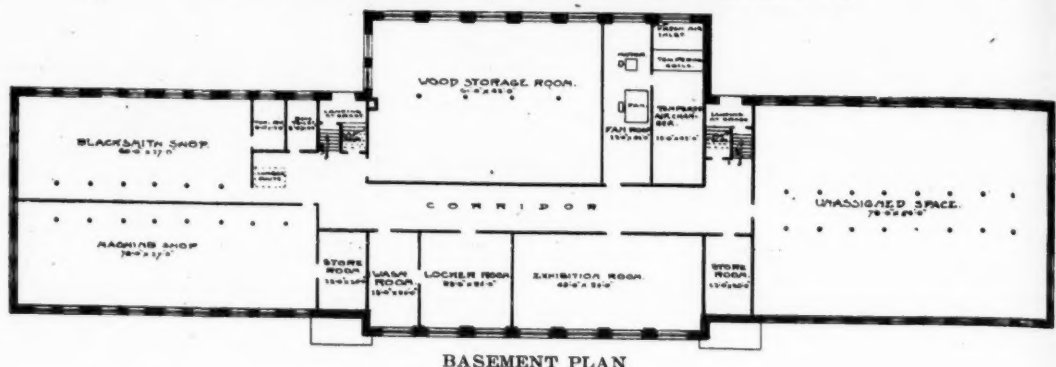
Larger stages in the assembly halls are provided, so that an entire class engaged in physical exercises may be accommodated. A staircase connects the stage with the basement. This allows processions of pupils to dress in the basement and appear upon the stage without passing through the audience.

The wainscoting throughout the buildings are of brick instead of burlap, thus insuring greater permanence and cleanliness. The corridor floors are now made of asphalt, in place of wood or concrete. Heretofore the asphalt has been used only on the stairs and the stair landings.

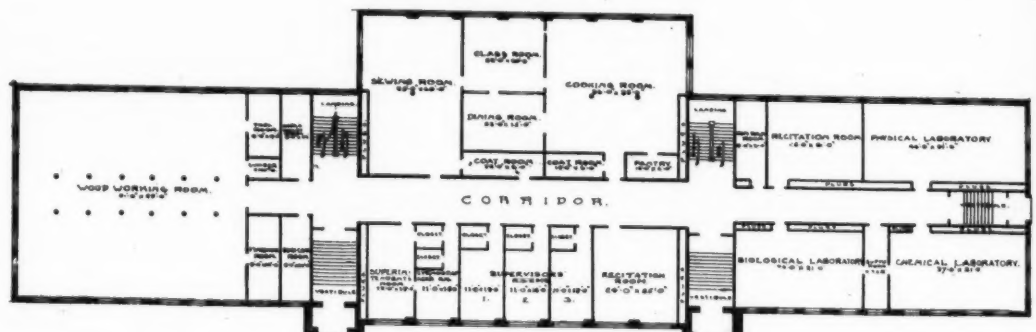
Permanent equipment and especially large



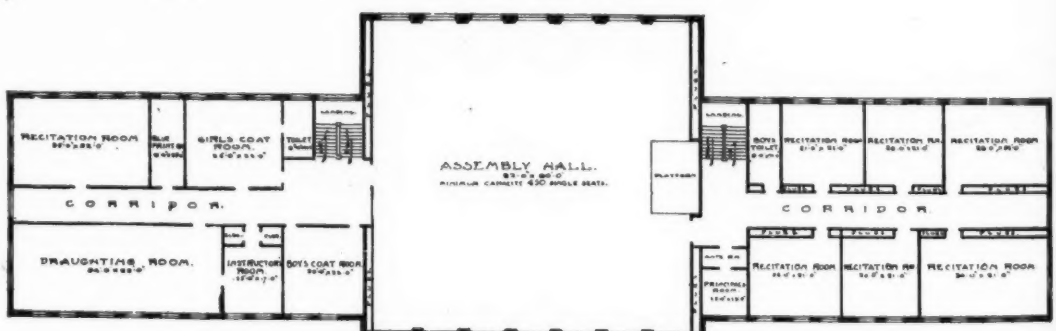
NEW HIGH AND MANUAL TRAINING SCHOOL, CALUMET, MICH.
Charleton & Kuenzli, Architects, Marquette, Mich. and Milwaukee, Wis.



BASEMENT PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN



NEW STATE NORMAL SCHOOL, PLATTEVILLE, WIS.
Van Ryn & DeGelleke Architects, Milwaukee

rooms are provided for manual training and domestic science, and in the basement of each school there is a fine bathroom.

This advance in school building construction

in Chicago is in line with other services which Dwight H. Perkins, the architect of the board of education, has rendered the progressive movements of the city.

New R...

Haverhill, amended its ish the three charge of the system of su

Trenton, M has adopted where schoo classes, the r of the usual have half-da ditions, the session is on

Tacoma, V the board o ment be adm witness. T the school b cipal. In u perintendent adopted in found to op is present, ment is inc than would tion is ever more than

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New Rules and Regulations

Haverhill, Mass. The school board has amended its rules and regulations so as to abolish the three district committees which had charge of the schools and returned to the old system of sub-committees on each school.

Trenton, N. J. The state board of education has adopted a new rule which provides that where schools do not have regular half-day classes, the rainy-day sessions may be the length of the usual morning sessions. In schools which have half-day classes, owing to congested conditions, the rule is not applicable, because each session is only half a day in length.

Tacoma, Wash. A rule has been adopted by the board of education that corporal punishment be administered only in the presence of a witness. The witness must be an employe of the school board, preferably a teacher or principal. In urging the adoption of the rule, Superintendent Yoder said: "This plan has been adopted in a number of cities and has been found to operate admirably. When a witness is present, the one administering the punishment is inclined to be a little more moderate than would otherwise be the case, and if a question is ever raised, we have the testimony of more than one person."

Boston, Mass. The school committee has passed a rule forbidding teachers from participating in newspaper and magazine contests, the prizes in which are to be awarded on the basis of the number of votes cast by coupons or slips cut from such publications. Prize contests offering an ocean trip or a purse of money, and open to public school teachers, have been of frequent occurrence during the past few years. In every case the children have been the willing workers for some popular teacher, much to the detriment of the school work.

Allegheny, Pa. Allegheny teachers who are prevented from attending to their duties through sickness, and must have a substitute, will in the future receive the difference between their salaries and that of the sub-teacher. The committee on rules and regulations of the board of school controllers formulated rules governing this at a recent meeting which will undoubtedly be passed. Provisions are that a physician's certificate must be presented and that an instructor may not receive benefits for more than three months in each school year.

Boston, Mass. The school committee has provided that a teacher may obtain leave of absence in the case of death or critical illness in the immediate family for a period not exceeding five days, which, including Saturday and Sunday, will give a week's continuous absence in each case. During this time a deduction of one four-hundredth per day is to be made.

New Bedford, Mass. The committee on rules of the board of education recommended the following changes:

"Principals shall thoroughly supervise the teaching and discipline in their schools and hold meetings of their teachers at least as often as once a month for the discussion of method of teaching and government; and this meeting shall be held at the close of school in the afternoon on Thursday following the regular board meeting.

"No person shall be elected to the position of assistant teacher in the high school who is not a graduate of a high school or normal school; and who has not had at least one year's successful experience, unless such person is a graduate of the New Bedford normal and training school, when a year's successful experience may not be required."

A QUESTION OF PROFESSIONAL COURTESY.

It is an interesting question as to what extent one superintendent may depend upon another superintendent for support in maintaining his position. It may be well to ask what "Professional Courtesy" is.

In a city noted for its good schools, not far from the center of population and not so very many months ago, a superintendent of instruction, whose days were numbered, wrote letters, it afterwards developed, to each person whose name had been suggested as his successor. The following letter was written by him to a well-known superintendent:

My Dear Brother:—There is a good, vigorous fight on here over the superintendency, which you will observe from the clipping which I send you, and as you have probably learned from other sources.

As I understand it, you are not an active candidate, although your name has been mentioned to some extent by those who are opposing me. I wish you would kindly advise me definitely, either by special delivery or telegram, at my expense, before Monday evening, when the matter comes up again, whether you will allow your name to be used in this connection while the present incumbent is a candidate.

Thanking you in advance, I am, fraternally yours,

The following letter was sent to the writer of the above epistle:

Dear Sir:—I have your letter asking me to let you know whether I will allow my name to be used as a candidate for the ——— superintendency while you are a candidate and suggesting that you wish to use my reply with your board.

I have not interfered in any way with your candidacy. Any reports which you may have heard to the contrary are false. "Professional Courtesy" would prevent my doing so, even had I desired to do so. On the other hand, "Common Courtesy" and a sense of the "Fitness of Things" render it impossible for me to interfere in your behalf. Your board of education must decide without my assistance whether they will elect you to be their superintendent or not.

Yours very truly,

It may be well to note the "My Dear Brother" and the "Fraternally yours" of the first letter, and the "Dear Sir" and the "Yours very truly" of the second letter. It also may be interesting to know that the writer of the first letter was not re-elected. The first letter shows weakness, the second strength.

The question asked in regard to "Professional Courtesy" is quite well answered in the second letter. No strong superintendent need ever ask to be supported by his "brethren." It was Cyrano who detested the climbing, clinging vine.

Special Teacher in High School.

Dubuque, Ia. Superintendent W. M. Stevens, in his annual report, has recommended to the board the employment of a special teacher to act as advisor for first year high school students. Mr. Stevens says:

It is true of all high schools that a large percent. of the pupils drop out and fail to graduate. A very large number of this class are from the first year pupils. These pupils being young, immature and having no fixed purpose or definite ambition, become easily discouraged. Another and perhaps a greater influencing factor in this falling off is the fact that the change from the eighth grade to the high school is very great. The nature of the studies and the methods pursued are quite foreign to anything they have had in the elementary schools. Here, one teacher heard all their recitations. Her relation to them was that of an adviser and counselor as well as that of an instructor. In

the high school the pupil has a different teacher for each subject, and each instructor may occasionally forget the fact that other instructors are entitled to a proper and proportional amount of the pupil's time and effort and make too great demand on the pupil in a particular line of work.

Again the transition is made at a very critical period in the child's development, which fact the instructor may overlook in his zeal to attain a certain standard in a given time. For various reasons pupils in the other years of the high school drop out, and for this class of pupils, whether of the first or other years, who for any reason become discouraged, fall behind their class and leave school, I make an earnest appeal. I most sincerely recommend that this matter be given your thoughtful consideration, and, if found to be practicable, that a mature and efficient teacher be employed to instruct the class of pupils referred to above. Such a teacher must possess more than ordinary ability, be familiar with the elementary school methods, and be especially fitted by training and nature to properly instruct this class of pupils. I believe such a plan would keep in school a large number who now drop out and look back upon their high school days with deep and sorrowful regret.

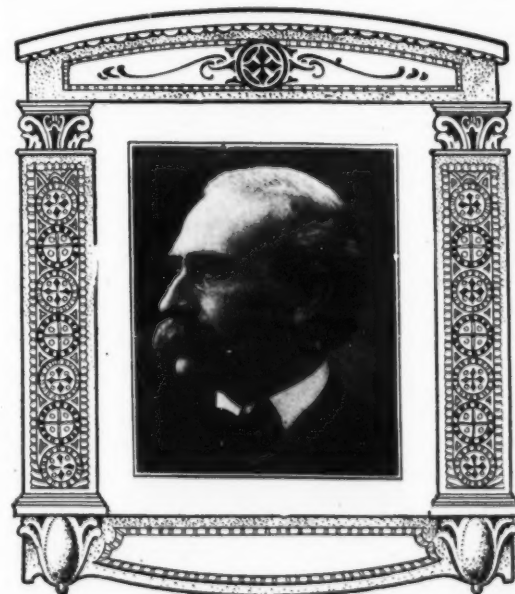
Milan School Building.

(See plans page 11.)

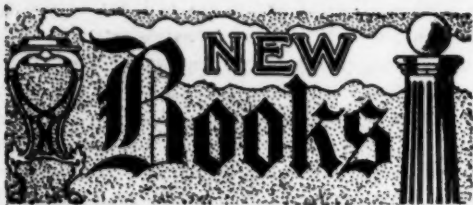
The plans of the new Milan school are typical of four-room buildings of moderate cost. The exterior dimensions of the structure are 32 by 64 feet. Each story is twelve feet high and the basement measures eight feet. A steam plant furnishes the necessary heat, and vent flues are depended upon for ventilation. The cost of the entire building is \$8,000; of the plumbing and heating, \$1,400. Mr. E. G. Kern is the architect, and the firm of which he is head are the builders.

New Bedford, Mass. To insure a high school building that will be perfect for keeping school and also from the architectural standpoint, the school committee hired two experts to judge all plans submitted for the new building. Professor Charles S. Chapin of the Providence State Normal School acted as the school expert, and Professor Warren of Yale as the architectural expert.

Ohio has 13,155 school buildings valued at \$52,807,800. The annual cost of maintaining these schools is \$17,000,000. The school enumeration shows that there are 1,254,780 persons of school age in the state, of whom 824,948 are enrolled in the schools under 24,197 teachers.



MR. W. C. PATTERSON
Member, Board of Education,
Los Angeles, Cal.



The Boys' Life of Abraham Lincoln.

By Helen Nicolay. Illustrations by Ham-bidge and others. 12mo, 307 pages. Price, \$1.50. The Century Company, New York.

Much has been written and said of the beautiful character of the first martyred president of the United States. The great mass of biographies and appreciative essays have found their way to the library shelves, to be referred to only occasionally by an industrious student of history or have been discarded in the literary rubbish heap. It might be erroneous to say that this is due to the fact that they were written almost wholly for older people. Yet there can be no doubt that younger people with time at their disposal and the stimulus of school activities are more apt to become ardent readers of suitable biographies than those occupied with the more serious considerations of life.

The Boys' Life of Abraham Lincoln can be read and equally appreciated by girls. It is one of those bright sidelights on an historic character that is productive of much good. Miss Helen Nicolay has written the story in a clear, inspiring manner, with the weight of authority based on the standard of life of Abraham Lincoln by his secretaries, John G. Nicolay and John Hay.

For the juvenile reader who is just receiving his inheritance of history out of the mysterious confusions of the past this ought to prove a most interesting book. A noble subject, well handled, and presented typographically in a most attractive manner, the Boys' Life of Abraham Lincoln promises fair to become not only a reference of merit but also a profitable pastime for the idle moments of childhood.

The Silver-Burdett Readers.

Five Books. By Ella M. Powers and Thomas M. Balliet, dean of the School of Pedagogy, New York University. Introductory list prices: First Book, 25 cents; Second Book, 35 cents; Third Book, 40 cents; Fourth Book, 45 cents; Fifth Book, 55 cents. Silver, Burdett & Company, New York, Chicago, Boston.

The best literature of the language ought to be the basis of every series of school readers published. In fact, all language work of any school system ought to have the best only as its basis. The classics will be the lasting models for all times to come. It is in the reading and study of these that the child will acquire a permanent liking for what has withstood the test of time—a liking which must remain throughout life.

The Silver-Burdett Readers have this as an underlying principle. They aim to form and cultivate in the child a taste for the best in literature and to inspire him to independent reading of the great writers.

The First Book is built on myth and fable in its simplest form. The Second Book contains versions of classic legends as well as poems of real merit. With the Third Book the pupil is supposed largely to have acquired the technique of reading, so that this and succeeding books are made up almost entirely of quotations from writers of recognized literary standing.

Each new lesson gives the pupil a few new words to add to his vocabulary. Thus the reading becomes gradually more difficult, making the careful grading of the vocabulary a feature of the book.

The material selected is chosen from the best

American writers. In so far as all sections of the country are represented, this truly national series is a very good set of readers.

In arranging the material the authors have followed principles, old and new, which may be called the best.

New Educational Music Course.

Five Readers. By James M. McLaughlin, director of music, Boston public schools, and W. W. Gilchrist, vocal teacher, conductor and composer. Price, First Music Reader, 30 cents; Second, 30 cents; Third, 35 cents; Fourth, 40 cents; Fifth, 50 cents. Ginn & Company, Boston, New York, Chicago.

The New Educational Music Course, based on the best and latest musical, literary and pedagogical principles, aims to develop in the pupil an intelligent appreciation and enjoyment of good music, a musical and expressive voice, the ability to read music at sight, and the power of musical interpretation.

The authors of the Course have gathered their material from a variety of sources. From folk songs to productions of the great masters selections have been taken and adapted to the varying uses of school music readers.

The ideal development of the pupil has in all this not been forgotten. The physical development resulting from deep breathing, the intellectual development involved in a systematic study of the subject, and the subtle development of character which comes from a knowledge of good music, have been employed to make the work strong, forceful and logical.

The Fifth Reader is supplemented with an excellent history of music. Of course it cannot deal with all composers who ever lived. It goes back to the fourteenth century, telling the life, character and works of men like Bach, Handel, Hayden, Mozart, Beethoven, Chopin, etc.

The New Educational Music Course may be highly commended. It covers the work from the fourth to the eighth grade. The development is gradual and with aid of a good teacher ought to produce every year a fairly good body of juvenile singers.

Elementary Composition.

By Dorothea F. Canfield, formerly secretary of the Horace Mann schools, and George R. Carpenter, professor of rhetoric and English composition in Columbia University. Price, 50 cents. The Macmillan Company, New York, Chicago.

This book is intended for pupils of the seventh and eighth grades. With the rules of grammar, it combines much material that is usually contained in elementary rhetorics. Any pupil who has mastered the contents of the book could be exempted from the first year of high school work. Some may doubt the expediency of giving to the children in the graded schools matter that belongs properly to the high school. When we consider that such a large percentage of the children never enter the secondary schools we realize that there is sufficient reason for giving them a more extended knowledge of precepts than is found in the ordinary grammar.

The definitions of the book are exact, the exercises are plentiful and pedagogically graded, and the book is well adapted to the use of the pupils for whom it was prepared.

Lessons in Hygienic Physiology.

By Walter Moore Coleman, A. B., Fellow of the Physical Society of London; author of "Socratic Lessons in Science for Teachers," "A Health Primer," etc. 270 pages. Price, 50 cents.

This book, is in some respects, radically different from the usual school physiology. One important point of difference is its scope—as it "aims to teach the science and art of preserving health." The old physiologies were studies in anatomy only or "diluted by omitting most of it." Here is a happy medium; enough anat-

omy has been given to enable pupils to comprehend vital processes, while the stress has been laid upon those conditions that make for health. Especially good are the paragraphs upon habits, pages 203-4, and the chapter upon bacteria and infectious diseases, pages 122-132. In connection with the first appearance of this new knowledge in school physiologies, the words ptomaines and antitoxin, seen almost daily in the press, but not yet found in Webster, are now added to the child's vocabulary.

Another point of difference is found in the treatment of the subject. Simple but practical experiments are suggested. The attention of the pupils is aroused by suitable observational studies. One hundred ninety-eight figures, sixteen of which are colored—aid in founding this study upon facts. Many of the numerous practical questions not only call for study of the text and figures, but demand close expansion of the material given before a correct conclusion can be reached. They are problems in science instead of mathematics.

Breadth of scope forms a third difference. Vital processes common to plants, animals, human beings—as, breathing—are associated. Only experienced teachers of this subject know how hard it is to get pupils to realize that laws are universal. The biological principles of environment, the chemical principles of radiation, the physical principle of energy, are often illustrated and have been held essential.

So valuable a book deserves a fuller index. Figure 160 lacks normal calls for expansion with the degenerate ones. Figure 115 is an illustration of a well polluted with sewage. It would have been better to have a second one showing a proper disposal of such sewage. It may be questioned whether the location of the "thought center" of the brain in figure 153 is not misleading. But, taken all in all, "Lessons in Hygiene" is an instance of scientific treatment of a highly practical science.

The Lady of the Decoration.

By Frances Little. 236 pages. Price, \$1.00. The Century Company, New York.

Five years ago a charming young Kentucky widow was unexpectedly thrown upon her own resources. Convinced that the teaching of a kindergarten was now her life calling she prepared for the same by attending a local training school. On the completion of her course a position as teacher in a Japanese kindergarten was suddenly offered her, and desiring to drown all possible recollection of the past, she accepted.

All people traveling to a foreign country write their experiences to somebody "at home." Industrious people, however, often write so that their experiences can be read as travelogues, interesting, entertaining and highly instructive.

The little widow, of whose experiences this book treats, wrote in this manner to a certain friend in her native state. Frances Little one day chanced upon these letters, fifty in number, and begged the permission to edit and publish them in book form. The request was granted and The Lady of the Decoration appeared.

To the teacher who knows what leaving home to teach means this ought to prove a most interesting little book. But not only the heartaches that follow are appealing. The adventures incident to entrance into a new country, the novelty and especially the insight into Japanese ideas and customs resulting from the intercourse of an American with people who called her "The Lady of the Decoration," convince the reader that besides being actual letters written by an actual person they have an intrinsic value in the study of a life of a teacher and in a description of conditions during a critical period in the history of a country.

(Book Reviews Continued on page 21.)

A M

It is perhaps a school board that the standard ought to be no different from you, but for some of the increasing tendency

Argument

1. The immediate demands a salary. It is of speech to depends upon democratic institutions are the real order dependent of the people and our public morality a very low level has been effected any other laws are an effect that allowed to this, the public moral agent this country ception of t by which enforced, the to say the le the country a high moral believe that by everyone our civilization upon the t such vital cent results be apprecia degree acco

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A Minimum Salary Law for Teachers

By Supt. E. C. Warriner, Saginaw, Mich.

(CONCLUDED FROM NOVEMBER NUMBER)

It is perhaps unnecessary to argue before the school board section of our State Association that the standard of teachers' wages in Michigan ought to be higher. I assume that there would be no dissent from this proposition among you, but for the sake of completeness, I add some of the well-known arguments in favor of increasing teachers' wages.

Arguments for Higher Salaries.

1. The importance of the teacher's work demands a salary commensurate with this importance. It is no mere sentimentality or figure of speech to say that the hope of the republic depends upon its school teachers. Under a democratic form of government where voters are the real rulers, the preservation of free institutions and the maintenance of honesty and order depend upon the intelligence and morality of the people. Now, without our public schools and our public school teachers the intelligence and morality of the common people would be at a very low ebb. The advance of our civilization has been effected more by our schools than by any other one agent. Our compulsory school laws are an expression of the deliberate judgment of our respective commonwealths to the effect that the rulers of the country cannot be allowed to grow up in ignorance. More than this, the public schools are the most effective moral agent for the upbuilding of character in this country. Owing to the fundamental conception of this republican form of government by which church and state are absolutely divorced, the influence of the church in morals is, to say the least, not so great as it once was, and the country looks to its public schools to create a high moral atmosphere in the community. I believe that these propositions will be accepted by everyone. They are, in fact, self-evident in our civilization today. The schools depend upon the teachers, and a calling which is of such vital importance, which has such beneficent results for our country's well-being, should be appreciated by the people and paid in some degree according to its intrinsic value.

Financial Demands on Teachers.

2. The teacher's calling from its very nature makes heavy financial demands upon one. Teachers must live and dress well. They cannot be cheap and careless in these matters. Their board and their attire cost more than that of cheaper classes of labor. Besides this, it is absolutely necessary, if a teacher is to maintain his position and be effective in his work, that he spend considerable sums of money each year in the purchase of books and magazines. He must also attend lectures and from time to time take special courses of instruction, all of which are expenses not called for in the ordinary walks of life.

3. A point which is not always considered in discussions of teachers' salaries is that a teacher is paid for but ten months of the year while he must live twelve months. A salary of \$50 per month or \$500 a year is in reality but \$41.66 per month for the year.

4. Those teachers who have taught enough years to make teaching really their life work must of course look forward to the years when it will not be possible for them to teach school. Many cities of our country have arranged pension funds for the retiring of teachers, and this movement will certainly have to become general unless there is a decided increase in the scale of teachers' wages. The idea of a pension

fund is repugnant to the ordinary mind. It is certainly more businesslike and more in keeping with the dignity of the teacher's calling to pay wages which will allow a teacher to manage his own affairs and not be obliged to submit to the humiliating experience of accepting a pension in later life.

School teaching ought to command sufficient wages to induce men and women, and especially men, to enter upon the calling as their life work. Our schools have suffered too long by having teaching considered a stepping-stone or make-shift to some other occupation, such as law, medicine, the ministry and business. The employers of school teachers are continually imposing higher and higher requirements on those employed. Higher requirements, which are certainly necessary for the good of our schools, mean added compensation. It is not fair to exact requirements of our teachers which demand of them additional study, attendance at summer schools, etc., without in some way compensating them for this extra outlay.

Comparisons with Other Workers.

A most elaborate study of the subject of teachers' salaries was recently made by a committee of the National Educational Association with the Hon. Carroll D. Wright, formerly United States Commissioner of Labor, as chairman. This committee was appointed in 1903 and spent two years in their work, reporting to the N. E. A. in July, 1905. Their report is a volume of 466 pages and covers every phase of the salary question in the United States, with the statistics for every important city in the country. One interesting table given in this report is a comparison between the earnings of municipal street laborers and elementary school teachers in forty-eight cities of the country. This is the only authoritative comparison of this kind which I know of. The result of the comparison was that in forty-four of the forty-eight cities the yearly wages of the street laborer exceeded that of the elementary school teacher. For instance, in Boston, the street laborer receives \$603 a year, the school teacher \$552; in Buffalo, N. Y., the laborer \$450, the teacher \$400; in Cincinnati, the laborer \$493.50, the school teacher \$400, etc. In only four cities did the teacher receive more than the street laborer, namely, Chicago, Columbus, Ga.; Meridian, Miss., and Washington, D. C.

Teachers' Salaries in Michigan.

Wages in Michigan are not so low as in some other states, but they are still less than what they should be. According to the report of State Superintendent Kelley for the year 1905 (see page 165), the average monthly wages in the state for men were \$60.22, and for women \$42.07. Now, if these were the minimum wages paid in the state the argument for a minimum salary law would not be so forceful as it is. We demand a minimum salary law for the benefit of those teachers who are getting much less than \$42 a month. The report of the N. E. A. committee, before referred to, gives the following as typical salaries in the ungraded rural schools of Michigan: Saginaw county, an average school in the southern part of the county, \$224 a year; in the northern part of the county, \$342; Ovid township, \$270; Romulus, \$360 for women, \$425 for men. The doctrine of averages cannot be appealed to to enforce the arguments for a minimum salary law. We must have a minimum salary law to prevent school

boards reducing the salary of teachers below the point of living wages. It has sometimes been argued against a minimum salary law that teachers get all they are worth. But, as has been shown by another, if this is the case, we are commanding very poor ability to teach our boys and girls. We ought to have in the school rooms men and women who are able to draw the best wages in other occupations.

Principal David Felmley, president of the State Normal University at Normal, Ill., read a very able paper on the subject, "The Next Step in the Salary Campaign," before the Department of Superintendence at Louisville last February. He summed up the arguments for paying a good salary to the teacher as follows: "The teacher's salary should be sufficient to reimburse him for his outlay for professional training, to maintain his professional growth, to enable him to live in the part of the town and dress in the style which the community demands, to bring up and educate his family and lay by something for old age."

Three Remedies Suggested.

Mr. Felmley suggested three remedies for the salary situation—the first, the policy of let-alone, on the theory that there is always room at the top and that merit will always be recognized. But while there is force to this argument as applied to some teachers, it is still true that the choice positions which may be reached by extra diligence and ability are not many, not enough to go around, and as a matter of fact employing boards, unless restrained by some law, will take advantage of teachers and beat their wages down below a living salary. Experience has fully demonstrated, I believe, that the average of the laws of supply and demand will not result in securing satisfactory wages for school teachers.

The second remedy proposed by Mr. Felmley was the organization of teachers into something like labor unions, but this idea is so repugnant to teachers in general and so contrary to the spirit of fairness which teachers always strive to inculcate, that it will never be seriously considered by any large number of teachers. The third remedy, the only one left, is that proposed in this paper, namely, that the state establish a minimum salary by law. The salaries of other public officials, state officers and county officers, including the county commissioner of schools, are fixed by law. Why should not the salaries of school teachers, the most important public officials, be also determined by statute?

I propose that the next legislature of this state be asked to enact a law making the minimum salary of teachers \$45 per month. I am not in favor of regulating the wages for experienced teachers by state law. There should be no maximum salary and no maximum implied. Each school board should be free to regulate the upward tendency of its salaries as it sees fit. I believe, however, that with a minimum salary law should go a minimum requirement for teaching, and I suggest that the minimum requirement in our state at present be graduation from a county normal training school or its equivalent. This, then, is the gist of this paper. There should be enacted in Michigan a law providing that school teachers shall be paid not less than \$45 per month and that no teacher be allowed to teach who has not received an education equivalent to that represented by graduation from one of our county normal training schools.



Mr. Ives Joins D. C. Heath & Company.

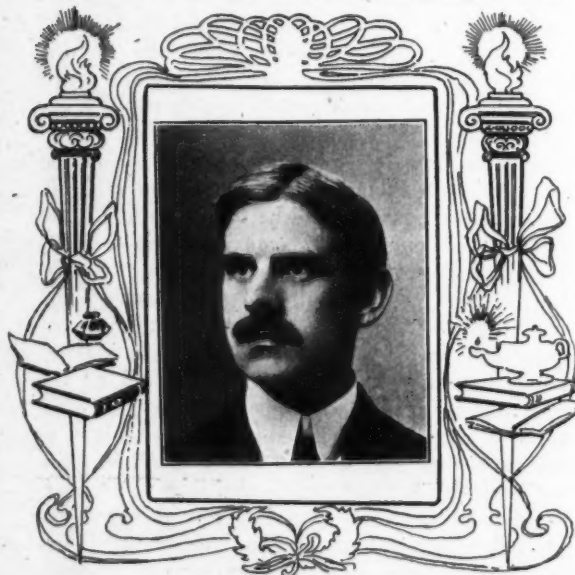
D. C. Heath & Company have announced the appointment of Mr. William H. Ives as manager and resident director of their Chicago office. Mr. Ives will succeed Dr. Winfield S. Smyth, one of the best known and most highly respected school book publishers in the country.

When Dr. Smyth's failing health compelled him to sever his connections, the firm immediately set about to select from the representative bookmen of the country one who could fill so important a vacancy. The attention of Mr. D. C. Heath, president of the house, was directed to Mr. Ives by a number of his friends, who spoke enthusiastically of him as a gentleman, a scholar, and a successful business man. After the most careful and painstaking examination, Mr. Heath and his fellow directors decided that the record of Mr. Ives justified all the claims made for him and chose him from a large number of applicants.

Mr. Ives has been the manager of the educational department of the Macmillan Company for the past four years. During that time his work has attracted the favorable attention of the school book publishers of the country, not only because it was successful, but also because it was intelligent, careful, honest and business-like.

Mr. Ives was graduated from the Syracuse University in the class of 1891. After leaving that institution he made teaching his profession for a number of years. He was connected for a large part of this time with Stevens' Institute, Hoboken, N. J., one of the best scientific schools in the country. As a teacher of ancient languages he was regarded at Stevens' Institute with great favor. His work was always thorough; he was popular with the boys, and made a host of friends at this school, who have stood by him in his business career. Mr. Ives then studied law and was admitted to the New York bar. His legal training has been of great assistance to him in the promotion of such business interests as have been entrusted to him. Mr. Ives has been in the publishing business now for about twelve years, during which time he has traveled widely in the United States, and has become acquainted with the leading school men of the country.

The New York School Journal recently spoke of Mr. Ives in the following language: "In



MR. WILLIAM H. IVES
Western Manager, D. C. Heath & Co., Chicago, Ill.

1903 he received the merited appointment of manager of the educational department of the Macmillan Company, and in this position he has achieved phenomenal success. Under his direction has developed by far the largest educational business ever built up by a general publishing house, which has as a basis some of the most valuable contracts in this country. In withdrawing from the position he has filled so capably, Mr. Ives takes with him the best wishes of all who worked under his direction and a host of friends in the educational world."

Since Dr. Smyth must retire from business, it seems to us that no better qualified manager could be found as his successor than the one who has recently been selected by the board of directors of D. C. Heath & Company—Mr. Ives.

NEW MANAGER FOR THE MACMILLANS.

Mr. F. C. Tenney has been appointed head of the educational department of the Macmillan Company to succeed Mr. Wm. H. Ives. Mr. Tenney is an experienced bookman and has been with the department which he now heads since 1902.

Graduated from Brown University in 1880, he at once took up the study of law in Boston. In 1883 he became superintendent of schools at Holliston, Mass., where he remained for a number of years. Later he entered the employ of Butler, Sheldon & Company, and was most successful as the New England manager until 1902, when the firm sold its publications to the American Book Company.

Mr. Tenney then accepted a position with the Macmillan Company and became their representative in Massachusetts and Connecticut. In May of the present year he was promoted to manager of agents in the New York office, which place he has filled with credit until last month. It is safe to say that Mr. Tenney's administration of his department will be progressive, aggressive and successful withal.

AMONG BOOKMEN.

The J. B. Lippincott Company has established a southern agency at Nashville, Tenn., under the management of Dr. A. E. Booth, formerly principal of the Southern Normal University at Huntingdon, Tenn. Dr. Booth has been with the company a little more than a year and just recently placed Lippincott's new physiologies in the state of North Carolina. He will make his mark and will no doubt be heard from in the future.

Mr. A. M. Highly, formerly teacher of mathematics in the Goshen, Ind., high school, has joined the agency force of the Macmillan Company. Mr. Highly represents the firm in the state of Michigan.

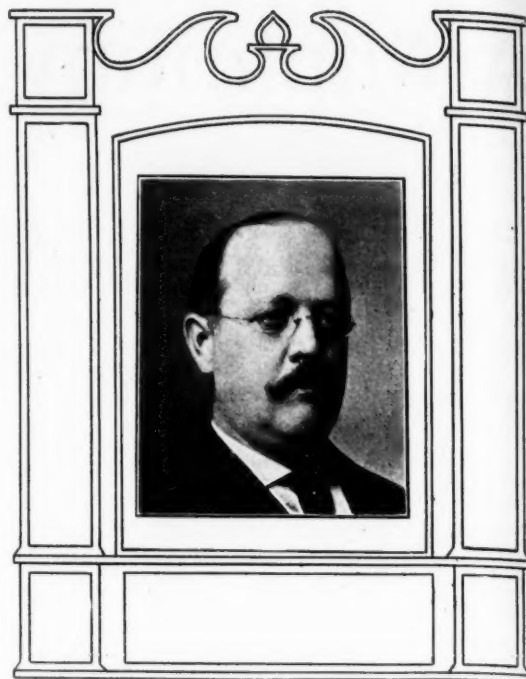
Mr. C. T. Madsen represents the Macmillan Company. He travels for their Chicago office.

William M. Hatch, New England manager for Silver, Burdett & Company, with headquarters at the Boston office, is representing his native town, Strafford, in the Vermont legislature. Mr. Hatch is a member of the committee on education, which has reported a bill providing for the Group or District System of School Supervision, framed on the lines of the present Massachusetts and New Hampshire laws.

Miss Bessie M. Salmon, music representative in New England for Silver, Burdett & Company, was in charge of the department of public school music at the recent meeting of the Vermont State Teachers' Association at Middleburg.

Mr. F. J. Lobbett, who for several years past has been Pacific coast agent for the Educational Publishing Company, has resigned his position and embarked in the real estate business in Berkeley, California.

Mr. H. O. Palen, western coast manager of Milton Bradley Company, spent a busy sum-



MR. FRED C. TENNEY
Who has been made General Manager of the Educational Department of the Macmillan Company

mer, building a new store and rehabilitating the firm's business.

Mr. Edward Hankins, for several years connected with the Chicago office of the Prang Educational Company, but since July 1 representing the firm on the Pacific coast, resigned his position November 1. Mr. Hankins was moved to do this on account of ill health, never having been very strong and having spent the last two winters in Mexico on account of bronchial trouble. He is now ill at Sacramento and although a man of splendid courage and determination, has decided on the advice of his physician to go to southern California and live in a tent for six or eight months. His physician tells him if he will do this he can probably cure himself.

Mr. F. B. Wootten, connected with the San Francisco office of the Macmillan Company, severed his connection with the firm last September.

Mr. Theodore Morehouse is an assistant of Mr. Ellsworth in the San Francisco office of the Macmillan Company. Mr. Morehouse is a son-in-law of Mr. Brett, president of the company.

Mr. W. H. Johnston, who for some years attended to inside work at the Philadelphia office of the Milton Bradley Company, is now traveling representative in New Jersey and eastern Pennsylvania.

Mr. Waddy Thompson, the author of Thompson's History for Grammar Schools, has been engaged by D. C. Heath & Co. to work in the southern field.

Mr. L. L. Jackson, newly appointed manager of the educational department of D. Appleton & Company, took up the duties of his position during the latter part of September.

Mr. Fred Victor Cann.

One of the capable young men who has recently entered the educational trade field in the middle west is Mr. Fred Victor Cann, associated with the Thomas Charles Company of Chicago.

Mr. Cann has been engaged in school work for a number of years and only recently resigned a position as supervisor of industrial work and drawing in Massachusetts. Possessing an intimate knowledge of drawing, construction and kindergarten materials, gained through actual school work, Mr. Cann is well qualified to handle the line represented by his firm. These include many standard articles, such as the Bradley water colors and kindergarten supplies, besides a large list of books.

Sedition

This magazine the Rho Gamma the existing Seattle high This letter in most unkind coming school tions already ties and soror graduation or field of effort ing to an of Prof. Twitn attention to a authorizes his the superinte all existing may not be s societies are prosper as be in pledging they may be ing any dis aroused a fea ural antipath in the Amer possible that porate, but it would help n to the flame Cal., and De lished, showi against lawi rate these q trate the sed ization, with obliged to d the evidence tion with ea the honorab

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The only board of ed rules compl section 233 provides wh schools, and not exclude No issue n The board l the Seattle ened to ex does attend tion of the time permi the Gamma doing so he and thereb are no nee class work spondents and his ass which they are merely work, and pellant fur meet out o bers, and and as the board is e tering the ents the c tating wh out of sch unreasonable homes of interfere They have

The Washington Decision on High School Fraternities

(Continued from page 3.)

Seditious Spirit of the Fraternity.

This magazine also publishes a letter from the Rho Gamma or Seattle chapter, in which the existing differences between it and the Seattle high school authorities are discussed. This letter in part says: "And now comes the most unkindest cut of all. Beginning with the coming school year, in addition to the restrictions already imposed, all members of fraternities and sororities will be denied the right of graduation or of representing the school in any field of effort or competition. This is according to an open letter from Supt. Cooper to Prof. Twitmeyer. He calls Mr. Twitmeyer's attention to a recent ruling of the board which authorizes his action. According to the ruling, the superintendent is given authority to 'repeal all existing regulations.' This phrase may or may not be significant, for as far as the secret societies are concerned they will go ahead and prosper as before. There will be no difficulty in pledging and initiating new members as they may be desired, because, far from creating any dismay among the students, it has aroused a feeling of indignation and that natural antipathy to restriction which is inherent in the American youth. * * * It is barely possible that Rho Gamma chapter will incorporate, but it is a question whether such action would help matters any or would only add fuel to the flame." Letters from the Sacramento, Cal., and Denver, Colo., chapters are also published, showing a like spirit of insubordination against lawful school authority. We incorporate these quotations in this opinion to illustrate the seditious spirit permeating this organization, with which the school authorities were obliged to deal. Without further discussion of the evidence, we express our complete satisfaction with each and all of the findings made by the honorable trial court.

Authority to Adopt Rules.

The only remaining question is whether the board of education had authority to adopt the rules complained of. Appellant insists that section 2334, Ballinger's Ann. Codes and St., provides who shall be admitted to the public schools, and that the board of education cannot exclude any pupils so entitled to attend. No issue need be taken with this contention. The board has not excluded the appellant from the Seattle high school, neither has it threatened to expel or suspend him. He can and does attend school, and, under our construction of the rules adopted, he is at the same time permitted to continue his membership in the Gamma Eta Kappa fraternity; although in doing so he opposes the authority of the board and thereby forfeits certain privileges which are no necessary part of the curriculum or class work from which he is not excluded. Respondents are only seeking to prevent appellant and his associates from dictating the terms on which they shall enjoy certain privileges which are merely incidental to the regular school work, and this they have authority to do. Appellant further contends that, as the fraternities meet out of school hours at the homes of members, and at no time in the school building, and as their parents consent to this action, the board is exceeding its lawful authority in entering their homes, in withdrawing from parents the control of their children, and in dictating what the children shall or shall not do out of school hours. We think this contention unreasonable. The board has not invaded the homes of any pupils, nor have they sought to interfere with parental custody and control. They have not said these fraternities shall not

meet at the various homes, nor have they attempted to control students out of school hours. The evidence shows beyond a doubt that these secret organizations when effected foster a clanish spirit of insubordination, which results in much evil to the good order, harmony, discipline, and general welfare of the school. We can express these conditions in no better terms than by quoting from the testimony of Prof. Geiger, the principal of the high school, who says: "I have found that membership in a fraternity has tended to lower the scholarship of the fraternity members, * * * the general impression that one gets in dealing with them is one of less respect and obedience to teachers. It is found that there is a tendency toward the snobbish and patronizing air, not only toward the pupils, but toward the teachers; there is a certain contempt for school authority. This is in a measure, I think, aggravated by the attitude of the parent organization, which seems to encourage members of the fraternity in this contempt for school authority, and one of the most difficult things in dealing with the situation is the fact that the members have this allegiance to a general organization or headquarters, which are often located in a distant city and which it is difficult to reach and which exercises upon the members in the local school a very powerful influence. * * * In dealing with these fraternity members I have been assured more than once that they considered their obligation to their fraternity greater than that to the school." The evidence of this witness with that of the president of the school board and other school authorities overwhelmingly establishes the fact that such fraternities do have a marked influence on the school, tending to destroy good order, discipline and scholarship. This being true, the board is authorized, and it is its duty, to take such reasonable and appropriate action by the adoption of rules as will result in preventing these influences. Such authority is granted by section 2339 and subdivisions 5 and 6 of section 2362, Ballinger's Ann. Codes and St. It would be difficult to confer a broader discretionary power than that conferred by these sections. Manifestly it was the intention of the legislature that the management and control of school affairs should be left entirely to the discretion of the board itself, and not to the judicial determination of any court. These powers have been properly and legally conferred upon the board, and unless it arbitrarily exceeds its authority, which it has not done here, the courts cannot interfere with its action. *Kinzer v. Directors, etc. (Iowa), 105 N. W. 686; Board of Education v. Booth (Ky.), 62 S. W. 872, 53 L. R. A. 787; Watson v. City of Cambridge (Mass.), 32 N. E. 864.*

Cases Cited Not Germane.

The appellant has cited a number of cases which in effect decide that the school board would have no authority to refuse him admission to the high school. This the board has not attempted to do; hence these citations are not in point. The only case mentioned by appellant which seems to be cognate to the questions here involved is that of *State ex rel. Stallard v. White, 82 Ind. 278, 42 Am. Rep. 496*, in which the Supreme court of Indiana held that the officers and trustees of Purdue University, an institution controlled and supported by the state, could not require an applicant, otherwise qualified, to sign a pledge relative to membership in Greek fraternities, as a condition precedent to his admission as a student. The university authorities had adopted a rule that no student should be per-



MR. FRED VICTOR CANN
with Thomas Charles Co., Chicago, Ill.
(See opposite page)

mitted to join or be connected with any so-called Greek or other college secret society; and as a condition of admission to the university, or promotion therein, should be required to give a written pledge to observe such regulation. The relator declined to sign such a pledge and was refused admission as a student for that reason only. The decision which ordered his admission was by a divided court. The majority opinion, however, is not in point as supporting appellant's contention. The appellant has not been refused admission to the high school. The school authorities have only

Concluded on page 26.

NO COFFEE The Doctor Said.

Coffee slavery is not much different from alcohol or any other drug. But many people don't realize that coffee contains a poisonous, habit-forming drug—caffeine.

They get into the habit of using coffee, and no wonder, when some writers for respectable magazines and papers speak of coffee as "harmless."

Of course it doesn't paralyze one in a short time like alcohol, or put one to sleep like morphine, but it slowly acts on the heart, kidneys and nerves, and soon forms a drug-habit, just the same, and one that is the cause of many overlooked ailments.

"I wish to state for the benefit of other coffee slaves," writes a Vermont young lady, "What Postum Food Coffee has done for me.

"Up to a year ago I thought I could not eat my breakfast if I did not have at least two cups of coffee, and sometimes during the day, if very tired, I would have another cup.

"I was annoyed with indigestion, heart trouble, bad feeling in my head, and sleeplessness. Our family doctor, whom I consulted, asked me if I drank coffee. I said I did and could not get along without it.

"He told me it was the direct cause of my ailments, and advised me to drink Postum. I had no faith in it, but finally tried it. The first cup was not boiled long enough and was distasteful, and I vowed I would not drink any more.

"But after a neighbor told me to cook it longer I found Postum was much superior in flavor to my coffee. I am no longer nervous, my stomach troubles have ceased, my heart action is fine, and from 105 lbs. weight when I began Postum, I now weigh 138 lbs. I give all the credit to Postum as I did not change my other diet in any way." Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville," in pkgs. "There's a reason."

Manual Training in Small Schools

(Concluded from page 7.)

as they visited them. The third grade built a large chicken house; while the fourth grade, to correlate with their study of transportation, built a train of freight cars, with road-bed and ties. Your speaker when a boy of 8 years, with a toy tin horse as a suggestion and inspiration, built a wagon for the horse, loaded the wagon with articles of his own manufacture, built a barn, a barn-yard fence, house for the owner, well for water, etcetera. Here was a boy's nature pathetically crying out for powers of expression through manual dexterity, which was not recognized until long after the boy had grown to man's estate. With a few good tools and a sympathetic teacher, then emphasis would have been placed upon a side of the boy's nature which would have augmented and supplemented his other powers to a degree which can only be appreciated by those who are sensible of a great lack in this direction.

The Equipment Necessary.

It goes without saying that if manual training is to produce large results in the development of the child, the proper equipment must be furnished. If the work is to be in wood-working, the tools may be few in number and comparatively inexpensive; but every boy and girl should be able to make intelligent use of a ruler, a foot rule or yard stick, a try square, a plane, hammer, a crosscut saw and an auger. Let them work with these tools until they gain an honest estimate of the difference between a poor job and a good one, and the discovery of their own personal powers to get good results. If a playhouse is to be constructed, the pupil may first make drawings of the various parts of the structure. These may be rough drawings, but sufficiently accurate so that the building may be erected according to the plans. They may study the effect of colors, invent designs for and make paper for the walls, weave rugs for the floor, mold fireplaces from clay, lay cement sidewalks, or build concrete foundations. They may compute the amount of material and the cost of erecting a real house like their model. I am of the opinion that a small set of tools purchased and placed at the disposal of the pupils of an ordinary rural school would in itself do much toward developing the manual training instinct of the boys and girls attending that school. New school buildings, as they are erected in our rural school districts, should include a basement or cellar, one-half of which should contain the furnace for heating the building and the other half devoted to manual training and domestic science.

Mechanical Drawing.

Another line of work that lends itself to easy accomplishment, and fits itself most thoroughly into many of the studies in the curriculum of the small school, is that of mechanical drawing.

The power to reproduce upon paper a more or less perfect representation of the form and proportions of a given object has long been recognized as one which possesses great educational value. The study of drawing trains the faculties of observation and memory to a high degree, and develops the power to make the hand and the eye work in exact harmony with the mind, so as to produce a correct picture. Drawing should therefore be mastered by every ambitious pupil as a most effective tool to be used in a practical way, not only in school but in all the affairs of life as well.

There are two kinds of drawing in common use, free-hand and instrumental or mechanical drawing. Free-hand drawing is that in which the hand receives no assistance from mechanical appliances. It lies at the foundation of all that goes by the name of art, as that term is applied to painting. It is artistic, but not

scientific. Free-hand drawing can be learned only through minute directions and suggestions of a trained teacher, and because of this fact, cannot be carried on successfully in many schools. In mechanical drawing, on the other hand, the object sought after is not to present the object exactly as it seems to be, but to furnish scientifically correct graphic representations of the actual proportions and relations of the different parts of the object, especially those which can be shown by straight lines or circles. This form of drawing is used for all scientific purposes, in the working drawings for buildings and machinery, and for all purposes where exact measurements are to be represented. This is a kind of work in which all pupils can and ought to make themselves proficient. I believe that scarcely any accomplishment which a grammar school boy could acquire would be more valuable to him in later life than the ability to represent by a mechanical drawing a thought of his own concerning home, farm or factory. All cannot be artists, with power to produce pleasing pictures, but all may and ought to learn the method by which diagrams plans and other graphic pictures may be drawn to a scale, and that by comparatively inexpensive instruments.

Kinds and Cost of Instruments.

For a beginning in this subject, much may be done with a straight-edge, chalk and string, upon the blackboard. By their use a multitude of exercises may be carried out, but pupils will be better pleased if they are provided with a set of draughting instruments and trained to do their work upon paper. For this purpose a pair of dividers for laying off exact distances, a ruler, a pair of compasses for drawing circles, will enable the pupil to make more accurate drawings upon paper. Later on he may be furnished with two triangles, a drawing board and T square. Two other tools will complete a set which will enable the student to make finished mechanical drawings. These are a right line pen and a protractor. The catalogue of a well known manufacturer of school apparatus advertise a set of draughting instruments at the following prices:

Protractor, metal	\$0.15
Divider, with pencil and pen point25
T square, hard wood35
Two triangles, pear wood45
Drawing board75
Foot rule, boxwood10
	<hr/>
	\$2.05

It may be added that the boy who becomes the possessor of a complete set of draughting instruments, and knows how to use them, will be sure to preserve them until he becomes a man, and will then find them of great value to him in his business affairs.

Suggestive Problems.

The problems to be worked out in this course are many and varied. They may well follow the lines of the accurate construction of all the figures found in plain geometry, such as: drawing straight lines of a given length; a line equal to the sum of two given lines; a line equal to the difference of two lines; to bisect a given line; to erect a perpendicular to a given line at a given point in that line; to drop a perpendicular upon a line from a point without the line; through a given point to draw a line which shall be parallel to a given line; to construct a right angle; to bisect a given angle; at a given point on a line to construct an angle equal to a given angle; to draw an equilateral triangle; an isosceles triangle; an obtuse angled triangle; to make a triangle ex-

actly like another by several different methods; to inscribe a circle within a triangle or circumscribe a circle about a triangle; to draw a parallelogram, a square, a rectangle, a trapezoid, etc.; measure the school lot, draw or plot it to a scale and compute its area; draw a circle which shall pass through three points, find its center, inscribe a hexagon in it, inscribe an equilateral triangle in it, etc., etc., etc.

On pages 43 to 48 of my first report as state superintendent there will be found suggestions as to the application of the principles of manual training in the teaching of arithmetic.

SEMI-CENTENNIAL VOLUME OF N. E. A.

Dr. Irwin Shepard has just issued a circular letter stating the latest plans for the semi-centennial volume to be issued by the N. E. A. in lieu of the annual volume of proceedings.

It was first intended to print only the proceedings of the Department of Superintendents at Louisville, with historical analysis of the work of the association and lists of members, directors, etc. The scope of the volume has, however, been widened to include valuable contributions from Dr. W. T. Harris and Dr. Elmer Ellsworth Brown, United States Commissioner of Education, and also from corresponding members of the association in various other countries. The latter will contribute articles on phases of education in their respective countries during the past fifty years in a manner especially appropriate to the proposed volume. A report of the Congress of Education held last year at Liege will be supplied by the official delegate of the N. E. A.

It will also be interesting to the members of the association to note that Dr. Nicholas Murray Butler has been elected chairman of the board of trustees of the association to succeed the late A. G. Lane, of Chicago.

A DOCTOR'S TRIALS

He Sometimes Gets Sick Like Other People.

Even doing good to people is hard work if you have too much of it to do.

No one knows this better than the hardworking, conscientious family doctor. He has troubles of his own—often gets caught in the rain or snow, or loses so much sleep he sometimes gets out of sorts. An overworked Ohio doctor tells his experience:

"About three years ago, as the result of doing two men's work, attending a large practice and looking after the details of another business, my health broke down completely, and I was little better than a physical wreck.

"I suffered from indigestion and constipation, loss of weight and appetite, bloating and pain after meals, loss of memory and lack of nerve force for continued mental application.

"I became irritable, easily angered and despondent without cause. The heart's action became irregular and weak, with frequent attacks of palpitation during the first hour or two after retiring.

"Some Grape-Nuts and cut bananas came for my lunch one day and pleased me particularly with the result. I got more satisfaction from it than from anything I had eaten for months, and on further investigation and use, adopted Grape-Nuts for my morning and evening meals, served usually with cream and a sprinkle of salt or sugar.

"My improvement was rapid and permanent in weight as well as in physical and mental endurance. In a word, I am filled with the joy of living again, and continue the daily use of Grape-Nuts for breakfast and often for the evening meal.

"The little pamphlet, 'The Road to Wellville,' found in pkgs., is invariably saved and handed to some needy patient along with the indicated remedy." Name given by Postum Co., Battle Creek, Mich. "There's a reason."

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Floors and Health

Compare two floors of the same age—one that has been systematically treated with Standard Floor Dressing, and one that has received just ordinary attention. What do you see? The flooring that has been properly cared for is smooth, and neither shrunken nor splintered; while the other shows its age because of its shrunken appearance and the cracks and splinters that mar its surface.

Moreover, you will find that the labor required to keep the dressed floor clean is much less than that spent on the other floor. In addition to these features the hygienic reasons for using

STANDARD FLOOR DRESSING

must also be considered: In schoolrooms having untreated wood floors the dust is kept in constant agitation by shuffling feet. The floor treated with Standard Floor Dressing collects and holds the dust, and saves the air from contamination—the danger from disease contagion caused by the dust thus being very much lessened.

Standard Floor Dressing is sold in barrels and cans of varying capacity by dealers generally. Three or four applications a year with patented Standard Oil give best results.

That you may be convinced of the merits of Standard Floor Dressing we will apply it to the floor of one schoolroom without charge.

Testimonials and interesting reports from medical authorities on floors that have been treated with Standard Floor Dressing gladly furnished upon request.

STANDARD OIL COMPANY



small indeed. The books named below are the best known and most reliable:

School Architecture, by E. M. Wheelwright, Rogers & Manson, publishers, Boston. Price, \$5.00.

American School Buildings, John Wiley & Sons, publishers, New York. Price, \$4.00.

School Architecture, by Wm. George Bruce. Third edition, American School Board Journal, publishers, Milwaukee.

The heating and ventilation of schools is ably treated in such general works on the subject as:

Warming Buildings, by Charles Hood. E. & F. N. Spon, publishers, New York.

Steam Heating and Ventilation, by Wm. S. Monroe. The Engineering Record, publishers, New York.

Principles of Ventilation and Heating, by John S. Billings, M.D. The Engineering Record, publishers, New York.

Heating and Ventilating Buildings, by R. C. Carpenter. John Wiley & Sons, publishers, New York.

Ventilating and Warming School Buildings, by Gilbert B. Morrison. D. Appleton & Co., publishers, New York. Price, \$1.00.

An able and scientific series of articles on the ventilation of school buildings has been running in the Heating and Ventilating Magazine, published in New York City. The series began in April, 1906. No doubt, if you will write the publishers, full information will be sent you.

Among other good books on the arrangement of school buildings may be mentioned:

Lighting School Buildings, by Stuart H. Rowe. Longmans, Green & Co., publishers, New York. Price, \$1.00 net.

School Buildings, Bulletin No. 66, University of Texas, publishers, Austin.

Biology Material.

Question: I have been requested to secure the addresses of several American firms who furnish material for the teaching of plant and animal biology. As North America has advanced materially in the study of biology, I believe that the material for instruction must also be very perfect. For your kind reply accept my best thanks.—P. J. M., Charlottenburg, b/Berlin, Germany.

Answer: In the year book "Minerva," published by Karl J. Truebner, Strassburg, Germany, you will find an excellent list of American publishers of books on biology and manufacturers of material for instruction.

Among others the following may be named: Publications of: Doubleday, Page & Co., New York City; Henry Holt & Co., New York City; The Macmillan Co., New York City.

University Bulletins of: University of California, Berkeley, Cal.; Johns Hopkins University, Baltimore, Md.; Smithsonian Institution, Washington, D. C.

Society pamphlets of: Philadelphia Academy of Sciences, Philadelphia, Pa.; California Academy of Sciences, Berkeley, Cal.; Museum of Comparative Zoology, Cambridge, Mass.

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CAUTION.

There are so many inferior, low priced, so-called "Webster" dictionaries now offered for sale that exceeding care should be taken to look for the Circular Trade-Mark on the front cover and our name on the title-page.

The International is the HIGHEST AUTHORITY FOR THE SCHOOLS.

Of no other dictionary can the following be said: that all of the 45 State Superintendents of Schools are a unit in their indorsement; that the schoolbook publishers adhere to it as their standard; that College Presidents, State Normal School Principals, County and City Superintendents and educators without number commend and praise it; that in every instance where State purchases have been made for the supply of public schools, the genuine Webster has been selected.

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PRES. ELIOT OF HARVARD fittingly says: "The International is a wonderfully compact storehouse of accurate information."

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WEBSTER'S COLLEGIATE DICTIONARY. The largest of our abridgments. Regular and Thin Paper editions. Unsurpassed for elegance and convenience. 1116 Pages and 1400 Illustrations.

Write for the "DICTIONARY HABIT."—FREE. G. & C. MERRIAM CO., Springfield, Mass., U.S.A. GET THE BEST.

Museums (issuing material on the subject): American Museum of Natural History, New York City; Field Museum, Chicago, Ill.

Journals: Journal of Morphology, University of Chicago.

Catalogue: New York State Museum, Albany, N. Y.

Live specimens for animal biology: A. A. Sphung, North Judson, Ind.

The Dictionary Habit.

The publishers of Webster's International Dictionary have just issued a handsome thirty-two page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent gratis to anyone who addresses the firm, G. & C. Merriam Company, Springfield, Mass.

Questions and Answers.



Under this heading all ordinary questions on school administrative problems are answered. If an immediate reply by letter is requested a stamped, self-addressed envelope should be enclosed. If the case requires special investigation a reply should not be looked for in less than a week's time. Unless specially stipulated the answer will appear in this column.

Pure Crayons.

Question: Will you tell me the names of brands of blackboard crayons that do not have plaster of paris in them?—O. M. W., superintendent of schools, Waterville, Minn.

Answer: The following brands of crayons are guaranteed by the manufacturers to contain no plaster of paris or other material injurious to health:

Star Dustless, American Seating Co., Chicago, Ill.

Hygeia Brand, American Crayon Co., Sandusky, Ohio.

National Dustless, National Crayon Co., West Chester, Pa.

An-Du-Septic, Binney & Smith, 81 Fulton street, New York.

Books on School Buildings, Etc.

Question: Can you give me a list of practical, high-class books on schoolhouse arrangements, ventilation and construction? I want something that treats the subject from a commonsense standpoint and which can be relied upon.—Edward A. Strong, Sedalia, Mo.

Answer: Literature treating of the arrangement, ventilation and construction of school buildings is scattered about in educational books and periodicals. The number of books treating of school architecture, solely, is very



Rand, McNally & Company, Chicago, have just issued a handsome booklet entitled, "A Man and His Book." It is descriptive of William H. Mace and his "School History of the United States." Numerous illustrations and maps are reproduced from the original. More than a hundred letters from prominent educators are printed, recommending the book. A copy of the pamphlet will be mailed to any school official who requests it.

A revised and enlarged edition of Heath's German dictionary has been issued by D. C. Heath & Company, Boston.

The Macmillan Company has just published the first fifty-nine volumes of a new series of books for schools to be known as the Standard School Library. It is intended to include in this library such books as seem best adapted for cultivating a strong literary taste in the younger generation. The books are carefully printed, substantially bound and retail at fifty cents, net. While not bulky, many of the volumes contain as many as four or five hundred pages. Circular matter and list of titles will be mailed to any one interested.

Syracuse, N. Y. The course of study committee has offered a recommendation to the board of education asking for the adoption of "Stories from Early New York State History," by Sherman Williams, and "Builders of Our Country," by Mrs. Frank Southworth. The high school principals suggested that the present books on political economy be replaced by "Elementary Principles of Economics" and Forman's "Advanced Civics."

Webster's International Dictionary has been the standard in spelling and pronunciation in the government printing office for thirty-six years.

The Macmillan Company has published a new "Handbook of Physiology," written by Dr. Austin Flint of the Cornell Medical College. The author has long been the foremost authority on human physiology.

The Isaac Pitman Shorthand System has recently been introduced in the following high schools: Jersey City, N. J.; Bayonne, N. J., and Scituate, Mass. The text in use is the short course.

Among the several slant writing systems introduced in Boston recently was the Whitehouse Natural Movement Method, published by Silver, Burdett & Company. These copybooks are in use in fully four hundred cities and towns of New England alone. Such cities as Somerville, Everett, Malden, Woburn, Woonsocket, Bath, Auburn, Montpelier, Somersworth and Rochester use the Whitehouse method and books exclusively.

Danvers, Mass., recently adopted the Modern Music Series, published by Silver, Burdett & Company for exclusive use.

Bellaire, O. Poultney township has adopted Roddy's geographies and Harvey's grammar.

Paterson, N. J., Carhart & Chute's physics and Baumbach's Der Schwiegersohn (Heath) have been added to the list of approved text books for the high school.

Sangamon Co., Ill. Uniform text books have been adopted for all of the 173 schools of the county outside of Springfield.

Lockhaven, Pa. Rand, McNally & Company's maps purchased.

Boston, Mass. A First Book in English for Foreigners, published by Silver, Burdett & Company, was recently adopted for use in the Boston evening schools. Similar adoptions have been made at Taunton, Everett, Framingham, Mass., and Pawtucket, R. I.

New Bedford, Mass. Collar & Daniels' first year Latin book has been adopted for the high school.

Worcester, Mass. The committee on books and supplies has recommended to the board the adoption of book seven, Text Books of Art Education. Sunshine Primer, Gian & Co., and Brooks' readers, American Book Company, were recommended for supplementary use.

Important New Reference Work Coming.

Fountain Pen Manufacturers.

Dixon, Hanson & Co., educational publishers, of Chicago, announce the early publication of a new work of reference especially prepared for and adapted to the needs of schools, teachers and pupils. In its preparation the publishers have had the cooperation of noted educators throughout the country. The work will comprise five convenient sized volumes and contain new matter throughout. Much attention will be devoted to all school work subjects. The publishers claim the New Practical Reference Library will be a work of exceptional merit, and will contain many new and important features. Two of the five volumes will be ready for delivery early in January.

Fountain Pen Manufacturers.

The well known manufacturers of Stylographic and Fountain pens, J. K. Ullrich & Co., 27 Thames street, New York, are as usual in the field this fall with their popular brands of "Independent," "Vulcan," and "Juco" Stylographic and Fountain pens. They are constantly improving their styles, resulting in greater demands for their goods. The pens they make are widely known, not only in this country but in foreign countries as well, their export business amounting to a considerable volume.

The firm of Ullrich & Co. was established in 1884, and is today one of the foremost manufacturers of Stylographic and Fountain pens. We refer interested parties to their advertisement on another page.

A Catalogue of Class Pins.

Early in January, Bunde & Upmeyer Company, the well-known manufacturing jewelers of Milwaukee, will issue the finest catalogue of class, college and fraternity pins that has ever

WELL ADAPTED FOR USE IN THE GRADES

A First Book in Business Methods

By William P. Teller, Credit Man, The Puritan Manufacturing Company, Kalamazoo, Mich. and Henry E. Brown, Principal of Rock Island High School.

"It is a unique and teachable text-book. It economizes the pupil's time, and is presented concretely. It certainly shows the value of a method." Charles W. Storing, Principal of Graded Schools, Texas Valley, N. Y.

"Fine Results From Its Use"

"I am getting fine results from the use of a First Book in Business Methods." Elmer E. Beams, Principal of High School, German Valley, N. Y.

"Just the Information Needed by Grammar Grades"

"A First Book in Business Methods is an admirable book. It gives just the information needed by our grammar grades. This book should receive generous patronage." Lucy Betts, Principal of Madison School, Grand Rapids, Mich.

"Everyone Should Have a Copy of this Splendid Book"

"Business Methods is unquestionably the foremost book of its kind. In our use of it, we find it complete in every detail, and each subject handled in a manner that is masterful. Everyone should have a copy of this splendid book." A. A. Andrews, Macon and Andrews' Business College, Memphis, Tenn.

"Greatest Step Made by the Board in Many Years"

"A First Book in Business Methods is in daily use in our schools. Parents assure us that the purchase of this book is the greatest step forward made by the Board in many years." F. W. Kolb, Secretary of Williams Township Board, Easton, Pa.

"Attracting the Attention of Business Men"

"The use of a First Book in Business Methods proves the truth of the book's claims. My pupils are deeply interested in the work. It is attracting the attention of the business men of the community, many of whom have expressed themselves as delighted with the introduction of so pertinent and practical a subject. I am charmed with the work, and intend to introduce it into the seventh and perhaps the sixth grade." T. P. Scott, Superintendent of Schools, Brookhaven, Miss.

Rand, McNally & Company

Chicago

and

New York

been published. Hitherto class pin catalogues have merely shown the articles in black and white, but the pins in this one will be reproduced in embossed gold and colors, thus depicting them as they really are. Bunde & Upmeyer do an enormous business in this kind of work, and pins of their manufacture are worn in all parts of America, such work, though high-class in character, being extremely moderate in price. We understand that a copy of this elaborate catalogue will be sent free on request to any intending purchaser of class, fraternity or club pins.

The new school building at Odell, Ill., just completed, is a great credit to the community. It is thoroughly modern, contains seven large class rooms and an auditorium which will be used as the high school room. The blackboards are of a green color which from an artistic point of view is thought to be a great improvement over the black. It is also soft and pleasant on the eyes. The windows are all fitted with the Burlington Venetian Blinds, with which it is said the light can be regulated much better than with ordinary curtains. The blackboards and venetian blinds were furnished by M. H. E. Beckley, Chicago.

FINE XMAS STATIONERY

To introduce our fine Initial Stationery we make this special offer: Mail us \$1.00, mentioning initial desired, and we will send to you by express a Beautiful Box of Stationery containing 50 Sheets (with envelopes), assorted sizes, paper stamped and illuminated in five different combinations. State choice of design, No. 1, 2 or 3. Boxes daintily packed for gift-giving purposes. If not satisfied, money refunded. Our new booklet "Helpful Hints for Christmas Choosing" is free for the asking. Address, Stationery Dept., BUNDE & UPMAYER CO., Jewelers, 71-75 Wisconsin Street, Milwaukee, Wis.

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Grammar, and Composition . . . Book I .45 Book II .60

HISTORY

Leacock's Elements of Political Science 1.75
Tappan's American Hero Stories55

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Book Reviews

An Introductory Course in Argumentation.

By Frances M. Perry, instructor in English in Wellesley College. Cloth, 12mo, 230 pages. Price, \$1.00. American Book Company, New York, Cincinnati, Chicago.

A text book, presenting the subject of brief-drawing and argumentation in so elementary a manner as to make it suitable for a short composition course for college freshmen or high school seniors, has long been wanting. The average text book is too difficult and replete with too much unnecessary material to make it at all practical for these classes.

An Introductory Course in Argumentation is designed to meet this condition. Frances M. Perry, the author, has recognized the value of an easy, simplified presentation of so difficult a subject, and has arranged her material as carefully as possible.

She divides her whole subject into three larger heads. First, she chooses and formulates her proposition, next she proves it, and last she shows how to present it. The book fills a need and is worthy of recommendation.

Patriotism and the New Internationalism.

A Manual for Teachers. By Lucia Ames Mead. 134 pages. Price, 20 cents net. Ginn & Co., Boston, Mass.

This little book analyzes true and false patriotism and shows the new relations and duties which civilization today imposes on the family of nations. It also furnishes inspiring material to aid teachers and schools in the useful observance of May 18.

Prepared especially for schools, it may rightly be said that no other little handbook furnishes for the general reader in so few pages a better idea of the spirit and definite aims of the peace movement at the present time.

English Spelling Simplified.

One hundred pages. Price, 25 cents. Laird & Lee, publishers, Chicago.

This book contains the list of 300 simplified words recommended by President Roosevelt, Andrew Carnegie, Mark Twain, Brander Matthews and others, and adopted for immediate use in the government departments. The history of the movement, rules for reformed spelling, the simplified spelling board circular, as also a list of amended spellings recommended by the philological societies of England and America are included.

It comes as an attendant on a national movement, but depends for its success on the approval of the mass of the people. The enterprise of the publishers ought not be passed over in silence.

Elements of Physics.

By S. E. Colman, S. B., A. M. (Harvard), 439+ vii. pp., D. C. Heath & Co., Boston, 1906.

Books in elementary physics, though now for the most part, following a fixed type, and though of necessity restricted to a meager treatment of the subjects and principles proper to their limits, can differ greatly in their form of expression and of illustration. The main facts to be presented are always the same, their number is fairly definite, and they are to be stated in a brief and lucid manner; but if they are to be remembered as well as understood, and, it might be added, grasped in a vivid and practicable manner, the imagination of the student must be appealed to less than the intellect.

Authors during the last decade have kept these points in view, but owing to differences of opinion as to how the mind of the pupil may best be approached in the teaching of natural science, they have differed greatly in the style and general makeup of their books.

Professor Coleman has adopted for his volume a style that is clean cut and direct. Omitting superfluous examples and unnecessary illustrations his subject matter has been selected with reference primarily to its value as a part of a general education. It includes an unusual amount of information based upon facts of our daily experience.

A striking feature of the work is the departure from the conventional order observed in the treatment of mechanics. The sequence of topics in this part presents the serious difficulties of the subject gradually and in the easiest order. In this way the bewildering maze of abstractions in connection with Newton's laws of motion at the outset of the study is avoided.

The book contains a great many sets of classified problems, presenting, for explanation in terms of established laws and principles, a wide range of familiar facts and phenomena. A *Teachers Handbook* accompanies the text containing comments on the subject matter, suggestions of experiments, list of references and answers to problems. A knowledge of elementary algebra and plane geometry is supposed, as

Smith's Arithmetics

By DAVID EUGENE SMITH
Professor of Mathematics in Teachers College
Columbia University

A NEW SERIES WITH COMMON-
SENSE PROBLEMS WHICH DEAL
WITH ACTUAL BUSINESS AS IT
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IN selecting a series of arithmetics for use in your school, the following points in connection with the Smith Arithmetics are worth remembering.

¶ They follow the standard courses of American schools. A teacher does not have to turn from one part of a book to another to arrange a usable sequence. : : : : : : : :

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¶ They include the drill work on abstract operations which is essential to mechanical ease in all processes of computation. : : : : :

¶ They are attractive in form, in their helpful illustrations, in binding, in typography,—in all that goes to make a book successful. : : : : :

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is also the support of a systematic course of laboratory exercises essentially equivalent to the author's own Physical Laboratory Manual. **Talks on Teaching of Literature.**

By Arlo Bates. 243 pages. Price, \$1.30 net. Houghton, Mifflin & Co., Boston, Mass.

Professor Bates recognizes the difficulties of teaching English literature. He almost concedes that literature cannot be taught. The chief aim of the professor should be to inspire, as dry rules can accomplish but little without inspiration. How to create interest, enthusiasm, inspiration is explained in the present book.

Arlo Bates is a man of many years' experience in the literary field. We prefer his poetry to his novels, but in writing both he has fitted himself for the work of the critic. That masterly French critic, Sainte-Beuve, attributed his success in this special field to his previous

Concluded on page 27.

Best Supplementary Reading—Text Books

SCHOOL LIBRARIES

Sprague Classic Readers. 5-7 Vols.
Foundation Readers. 2 Vols. ready.
Story Primers & 1st Readers. 11 Vols.
Every-day Eng. (Language.) 2 Vols.
Eng. and Am. Literature. 3 Vols.
Home Geog. For Primary Grades.
Geog. of Commerce and Industry.
Civics For Elementary Schools.
Physiology—Man Wonderful.
Augsburg Drawing. Manuals, 7b'ts
Manual Training. 5 Vols.
Pedagogy and Psychology. 9 Vols.

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Supplementary Books for
Primary Grades. 80 Vols.
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General Physical Weakness

When the brain becomes fatigued and dull, the nerves irritable and unstrung, or the digestion and appetite impaired, it will almost always be found that the body is deficient in the natural phosphates.

HORSFORD'S Acid Phosphate

A scientific and carefully prepared preparation of the phosphates, restores to the system the deficient elements so essential to sound bodily health.

An Ideal Tonic in Nervous Disorders

If your druggist can't supply you, send 25 cents to RUMFORD CHEMICAL WORKS, Providence, R. I., for sample bottle, postage paid.

Where She Felt Bad.

A few days ago, according to a story told by a member of the Camden board of education, a little girl of that town went to her mother with a painful expression on her face and remarked in a weak voice:

"Oh, mamma, I'm awful sick. I feel bad all over."

"That's too bad," replied the mother, soothingly, as she took the child on her lap, "where do you feel the worst?"

"I don't know," was the sighful rejoinder of the little one, "but I think it is in school."

A Difficulty.

"Do you think there is any use of trying to reform spelling?"

"No. The people whose spelling really needs reformation worst don't read enough to know that a reform is in progress."

Small Tommy, being reproved by his teacher for some misdeed, showed his displeasure in his face. "Why, Tommy," said the teacher, "aren't you ashamed to make a face at me?"

"Yes, ma'm," replied the little fellow, "I tried to laugh, but my face slipped."

"What is an echo?" asked the teacher.

"The shadow of a noise," innocently replied the boy.



A Slip.

Principal—"Have you looked over the course of study for next year, Miss Eighth-grade?"

Teacher—"No—er—I—er—overlooked it."

Doshaft.

Professor, seine Pri-
batsammlungen zeigend:
"Hier, meine Damen,
sehen Sie die sogenann-
ten Jahresringe. Jedes
Jahr setzt der Baum ei-
nen neuen Ring an, so
daß sich sein Alter jedes
Jahr genau feststellen
läßt!"—Fräulein Eula-
lia: "Es ist doch von der
Natur wunderbar einge-
richtet..."—Profes-
sor: "Sie meinen, daß
dies glücklicherweise nur
bei den Bäumen der Fall
ist?"



Miss Primer—"Why did you discontinue buy-
ing school supplies from Dixon?"

Miss Grammar—"Because he said recently
that I was one of his oldest customers."

Johnny Knew.

"Why are the days longer in summer?" asked
the teacher.

The little boy on the front seat raised his
hand.

"You may answer, Johnny."

"So's we can have more time to play."

School Director (examining class): "Now,
little girl, if you buy a pound box of candy
every day for a week how many will you have?"
Little Girl—"Seven empty boxes."

Bearly Possible.

Teacher—Now, Johnny, if a bear were to
catch you out in a big woods, what would
you do?

Johnny—I couldn't bear it.

"What happened four hundred years ago this
year?" asked Freddie's teacher.

"Don't know, please sir," answered Freddie;
"I am only seven years old."

What Her Preference Was.

Professor—"Do you, then, like a brass band?"
Fair Pupil—"Oh! yes; I like a brass band
very well, but I think I should always prefer a
plain gold one!"

Johnnie—Me teacher has an awful nerve.

Father—What did she do?

Johnnie—Borrowed me pencil ter give me a
poor mark wid.

Of More Importance.

Architect—"A school built on this plan can
be built for \$50,000."

The School Board Member—"I have no doubt
it can. What I want to know is how much we'll
have to pay you when it's built."



best educational methods. If you would like to be introduced to
the best send 16c. in stamps and abundant samples will be sent you.
Have you noticed that the initial letters in these
advertisements were arranged in alphabetical order?

JOSEPH DIXON CRUCIBLE COMPANY, JERSEY CITY, N. J.

AN you tell the difference in lead pencils by
simply looking at them? Very few people
can. The real test lies in the lead; if that
is bad the pencils are bad.
DIXON'S AMERICAN GRAPHITE PEN-
CILS are made entirely on a mathematical
formula which never varies.

Dixon's school pencils have been planned
by experts who have made a study of the
best educational methods. If you would like to be introduced to
the best send 16c. in stamps and abundant samples will be sent you.
Have you noticed that the initial letters in these
advertisements were arranged in alphabetical order?

His Mood.

A member of the faculty of the University
of Wisconsin tells of some amusing replies
made by a pupil undergoing an examination in
English. The candidate had been instructed
to write out examples of the indicative, the sub-
junctive, the potential and the exclamatory
moods. His efforts resulted as follows:

"I am endeavoring to pass an English exam-
ination. If I answer twenty questions I shall
pass. If I answer twelve questions I may pass.
Heaven help me!"

The Brute.

A cooking school graduate, newly married,
tempts her pet dog with one of her fresh dough-
nuts. The dog refuses.

"Sensible pup," meditates Mr. Newlywed.

Agricultural Wisdom.

Teacher (in a rural school)—Why, Johnny,
don't you know the difference between an egg
and a chicken?

Voice (from the rear of the room)—Three
weeks.

Poor Bird.

Teacher—Now, what little boy can tell me
where the swallow is?

Bobby—I kin.

Teacher—Well, Bobby, where is it?

Bobby—The home of the swallow is in the
stomach.



There's the Expense.

School Director—"I wonder if it's true that
it costs a teacher so very much to live?"

Teacher—"It may not cost much to live, but
it costs a lot to make people believe you're liv-
ing and not merely existing."

Of Interest to You

The Scott-Southworth Lessons in English, Books One and Two, were
on May 14 adopted by a Commission of experts for exclusive use in all the
public schools in Indiana. The adoption is for ten years, and bids were
offered upon fourteen different series. Correspondence earnestly solicited.

Chicago BENJ. H. SANBORN & CO., BOSTON New York

Judson and Bender's GRADED LITERATURE READERS.

Reed and Kellogg's LESSONS IN ENGLISH.

Hutchinson's PHYSIOLOGIES. Peter's MODERN CHEMISTRY

MAYNARD, MERRILL & CO., Publishers

NEW YORK.

BOSTON.

CHICAGO.

SOUTHERN EDUCATIONAL ASSOCIATION.

The next meeting of the Southern Educational Association will be held in Montgomery, Ala., December 27-30, 1906. It is probable that the Association of Southern College Women and the Southern Library Association will meet at the same time and place.

The general program this year will be of unusual interest. Among those already secured by President J. W. Abernethy to take part in the program may be mentioned President E. B. Craighead of Tulane University, President E. Y. Mullins of the Southern Baptist Theological Seminary, Superintendent Junius Jordan of Pine Bluff, Ark., Professor Joseph S. Stewart of the University of Georgia, Professor R. H. Jesse of the University of Missouri, President J. H. Baskette of the Carnegie library board, and President E. L. Stephens of the Southwestern Louisiana Industrial Settlement.

Besides the general program, there will be programs for each of the following departments: Superintendence, administration, child study, industrial and manual arts, and normal instruction.

It is expected that the usual rate of one fare for the round trip will be made by all the railroads in the Southern Passenger Association. Montgomery is a place of much historic interest and a large attendance is expected.

The programs will be published and distributed about December 1. For further information those who are interested should address the general secretary of the association, R. J. Tighe, Asheville, N. C.

Again Landed Contract.

The Joseph Dixon Crucible Company has again been awarded a large contract by the New York board of education for pencils and crayons. This contract they have held several years in competition with all of the large manufacturers.

The Dixon's Beginner's Pencil was added to the list. This is a pencil with a large lead and a large shaft. It was originally intended for the hands of the little ones at the beginning of their school career, but has been taken up by older people and even by the teachers, as they claim it is very restful to the hand. The lead is particularly soft and smooth and at the same time very strong and durable, and free from grit; two qualities which are essential in a perfect pencil. The same pencil was shown to a superintendent last summer, who after using it said that he had been waiting thirty years for a pencil exactly like this one. It seems a little large and awkward at first, but closer acquaintance with its good qualities make it a favorite. The New York City school au-

thorities appreciated its good points by placing it on their list.

The Dixon School Crayons were also selected by the supply committee as standard in New York City. Their strength and durability of color won out, although they are the highest priced crayons offered. The decision of the committee shows that they won out entirely on merit.

Some attractive effects produced with these crayons are shown in a series of Color Blotters issued by the Dixon Company. Reproduction of work done with Dixon crayons by young people in the schools of New York City are presented. The Dixon Company will be glad to send a set of these blotters to anyone interested in color work for schools.

Drawing the Human Head.

Favor, Ruhl & Company, New York City, importers and manufacturers of artists' materials and stationers' specialties, have published a book of Drawing Lessons on the Human Head, by Frederick Koch. The fundamental principles underlying this work are based on anatomy, physiology, phrenology and physiognomy. The cause of its existence is the fact that of the many instructions offered in drawing, the human head, the source of all knowledge, receives the least attention. A simple, practical and correct method of giving life and meaning to every form presented makes the book useful to teachers, reliable for artists, attractive to children and entertaining for the whole family. The volume contains four books in one, twenty lessons, and fifty practicing sheets. The price is only 25 cents, with postage 4 cents additional.

Manikin for Physiology.

The classes in physiology in elementary or secondary schools can never expect to enter upon the study of human anatomy with the comprehensiveness demanded of the medical student. Instead, the work must be approached as closely as possible and the manikin must act as a substitute for the subject of the dissecting

room. The value of a manikin becomes evident when we recall that it is a detailed reproduction of the complete anatomy of the human body, opening fold on fold like the pages of a book, passing from the outer skin to the skeleton and showing all the muscles, ligaments, bones, sinews, veins, arteries and organs in their natural colors and exact positions.

Dr. Minder's Sexless Manikin, imported by the American Thermo-Ware Company, New York City, and used by the United States government, as also numerous municipal and educational institutions throughout the country, leads all others in completeness of detail, and adaptability to practical use. It is published in book form, bound in heavy cloth-covered boards. When opened we are presented with a view of the anatomy of the body, with the front wall of the chest and abdomen removed to give a general idea of the contents of the cavities. Muscles, the circulatory system, the nervous system and the many other details of the human machine are shown in their regular order, ending with the representation of the brain itself and a view of a cross section of the important nerve centers.

Brooklyn, N. Y. The board of education public school bureau has established scientific lecture courses on "Light and Color" and "Electricity," illustrated with stereopticon views and experiments performed in full view of the audience.



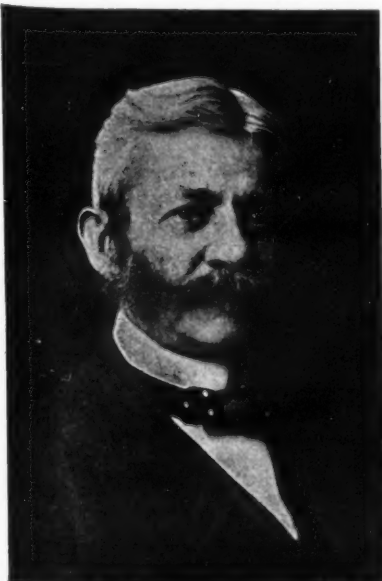
Schools where Devoe School Water Colors are used get scientific results; the colors are "true" colors; the education value is accurately secured.

We show No. 4½ J. Three colors: one-half pan each Crimson and New Blue; Two half pans Gamboge; Two quill brushes. Price, each, 20 cents.

We make many styles. Send for a complete catalogue of school supplies. Address Department 5.

Devoe & Raynolds Co.

176 Randolph St., Chicago.
Fulton and William Sts., New York.
1214 Grand Ave., Kansas City.



THE GREATEST AMERICAN EDUCATORS

Have Recommended, Endorsed, and Advocated the Adoption of the

"Holden System for Preserving Books"

In the Public Schools of the U. S.

This "System" Provides the means of

Making the text-books last 60 per cent. longer

Keeping the books Clean, Neat and Sanitary

Promoting Economy and Hygiene

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The Holden Adjustable Book Covers are Waterproof and Germ Proof. Wear Like Leather

The Holden Quick Repairing Material Instantly Repairs Broken or Weakened Bindings, Loosened or Torn Leaves

Orders Amounting to Hundreds of Thousands of

Book Covers

And Hundreds of Dozens of Repairing Material

Received Weekly

ORDER AT ONCE FOR FALL DELIVERY

HOLDEN PATENT BOOK COVER CO.

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M. C. HOLDEN, Sec'y.



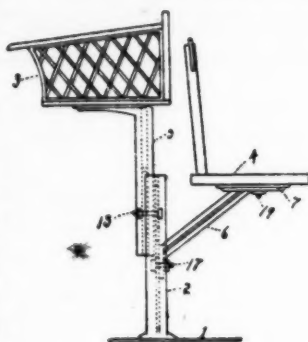
RECENT PATENTS.

Blackboard-eraser. Frederick E. Cardy, Chicago, Ill.

A blackboard-eraser, comprising a top, a series of strips arranged side by side with their upper edges below said top, a piece of cardboard interposed between the top, and said strips and sections of tape extended through said strips and then passed between the same and the top and glued to the cardboard, the top and the strips being also glued to the cardboard.

Desk and Seat. Edward H. Claudy, Zanesville, Ohio.

A desk and seat, having a single supporting standard, channeled on two opposite faces, and having a slot through the wall common to both channels, said slot being horizontally divided into two slots, in combination with a desk-bearing branch standard having an upper and a lower bolt-hole adapted to receive a bolt and to be adjusted in said upper slot, to higher and lower positions; and in combination with a seat-bearing branch standard adapted to be adjusted in said lower slot, to higher and lower positions.



SUPPLIES AND EQUIPMENT.

The Prang Educational Company has in stock a new manila paper in delicate gray tone. It is suitable for water color or pencil sketching, and may be used for mounting drawings made on white or other tinted paper. Prices and samples may be obtained by writing to the Chicago office, 378 Wabash avenue.

Chicago, Ill. Shades for the public school buildings will be manufactured in the workshop of the school department. According to the architect of the board a saving of 25 per cent can be effected.

Washington, D. C. The bureau of standards of the Department of Commerce and Labor has prepared a new metric chart, representing geographical measures of the international weights and measures. A copy of the chart will be furnished free to any school in which the system is taught.

The Pacific Coast agency of the Milton Bradley Company is in charge of Mr. H. O. Palen. Since the earthquake and fire the store of the firm has been located at 147-151 Grove street, San Francisco, Cal.

Whittier school, Lincoln, Neb., is happy over the addition of a McIntosh College Bench Lantern.

Crayola, artists' crayons, are sold by the Thomas Charles Company, Chicago. Sample box and descriptive circulars will be sent upon request.

The Central Scientific Company, Chicago, secured the contract for equipping the St. Louis, Mo., high school with laboratory tables.

The United States Inkwell Company reports satisfactory progress in the introduction of their "Universal" well. The unbreakable and dustproof features are being recognized by school officials. The firm has recently moved its offices from their old location to 19 Edgar street, Evansville, to which address correspondence should be addressed. Circular matter and prices will be cheerfully sent upon request.

The new Science Laboratory of the University Preparatory School, Tonkawa, Oklahoma, was equipped with laboratory tables and desks manufactured by the Central Scientific Company, Chicago.

The Clark Teachers' Agency, Chicago, is looking for competent teachers to fill a large number of vacancies which will occur in January. Teachers who are open for an engagement and boards of education who are in need of teachers should address the agency at 604 Steinway Hall.

Youngstown, O. The American Seating Company, Cleveland, will install 114 seats and desks for \$385.

The Carnegie Technical Schools, Pittsburg, Pa., have placed another order for an additional McIntosh Imperial Lantern for the use of their schools.

Cleveland, O. The Spencerian Business College has purchased fifty Smith-Premier typewriters.

New York. Peckham, Little & Company report a rushing business in their general school supply line. Their new location at 57 East Eleventh street gives them larger space, so that the school orders can be handled promptly. Their rapid blackboard liner has proven a very popular article, as it attests by large sales all over the country. The firm has recently taken the eastern agency for the well-known Atlas Series of Science Tablets.

Kenton, O. The Kenton school board has purchased 2,000 book covers from Holden Patent Book Cover Company, Springfield, Mass.

Springfield, Mo. The American Seating Company has been awarded the contract to supply the high school annex with seats at \$733.60.

New Castle, Pa. Brown & Hamilton were awarded the contract for furnishing window shades for the Seventh ward annex at the rate of forty-one shades for \$57.75 as quoted.

Lockhaven, Pa. Rand, McNally & Company's maps purchased.

Cleveland, O. The board of education supplies soap and towels in the public schools, so that there can be no excuse for dirty hands and faces. The board pays a local towel concern 75 cents a hundred for the use of towels and soiled ones are replaced each week by the company. It takes 8,000 face towels, 1,000 bath towels and 200 roller towels a week to keep clean the hundreds of school children whose ablutions at home are not sufficient for perfect cleanliness.

At one school, which has 1,400 pupils, 800 towels weekly are used. The pupils in ten schools do not need towels at all.

The board of education of Oskaloosa, Ia., and Green Bay, Wis., have recently placed orders for the McIntosh College Bench Lantern.

Plaster Casts

FOR DRAWING AND MODELING.

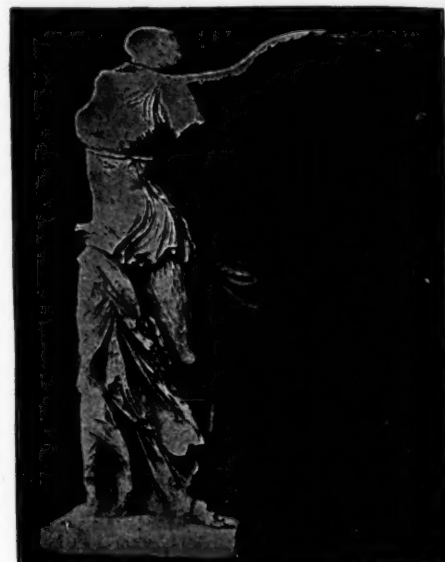
Reproductions from Antique, Mediaeval and Modern Sculpture Etc.
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SCHOOL ROOM DECORATION.

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

C. Hennecke Co. Formators.

Milwaukee, - Wis.



Send for Catalogue.

Sound Deadening Test.

Many of our readers will remember the wonderfully successful results in sound-deadening obtained by Prof. C. L. Norton of the Massachusetts Institute of Technology, in testing Cabot's Deadening Quilt in comparison with many other materials for deadening the musical studies of the New England Conservatory of Music. They will be interested to know that the results in the finished buildings have fully justified Prof. Norton's recommendations, for the rooms are so completely deadened that the singing and playing in one room does not interfere with that in the next. No such results have ever before been obtained except at enormous expense, and they demonstrate the value of Cabot's Quilt so conclusively that no other method of sound-deadening can be said to compare with it either in efficiency or economy. Quilt has been used in hundreds of schoolhouses all over the country, with most satisfactory results, and no school building can be said to be thoroughly constructed unless it has well deadened floors and partitions. The Canadian Conservatory of Music at Ottawa, Ont., used quilt in their new building on account of the good results obtained in the New England Conservatory, with the following results as expressed by the musical director:

Canadian Conservatory of Music.
 Ottawa, Dec. 21, 1903.

Dear Sir: A primary requirement of paramount importance in the construction of such an edifice as a conservatory of music is that the building shall be internally sound-proof, and in this essential particular the Canadian Conservatory of Music has exceeded the most sanguine expectation of both architect and directorate. We used Cabot's Sheathing Quilt next to the studding in all partitions and between ceiling and floors with the above excellent results.

Yours truly,
 H. PUDDICOMBE, Musical Director.

100 CARDS 35c

JUST WHAT YOU NEED

Any style type, Plate Script or Old English. Write your name plainly. Our line of fancy stationery is unsurpassed. We can make your class programs quickly. Write for prices and samples of anything that may interest you.

SPECIAL OFFER

Fancy Xmas Initial Stationery, 100 Sheets, Envelopes to match, 95c complete. Remit by P. O. Money Order. Address

THE CORPORATION STATIONERY CO.
 1629-30 Masonic Temple, - Chicago

AGENTS WANTED—To handle Church Pews for an established Church Furniture Factory, independent of the COMBINATION. Address O. A., care of American School Board Journal, Milwaukee, Wis.

Lesson

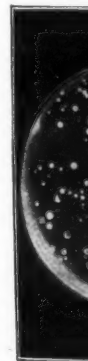
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Lessons in Commercial Geography

For use in connection with

Maury's Complete Geography

These lessons provide for a continual review of the parts of geography previously studied that have a bearing on production and trade.

A complete course in commercial geography is published as a supplement in a revised edition of Maury's Complete Geography.

This edition contains new and revised maps, a complete index, statistical tables, production diagrams, trade and industrial maps, and complete machinery for the study of this subject with the least loss of time and energy on the part of both pupils and teachers.

UNIVERSITY PUBLISHING CO.

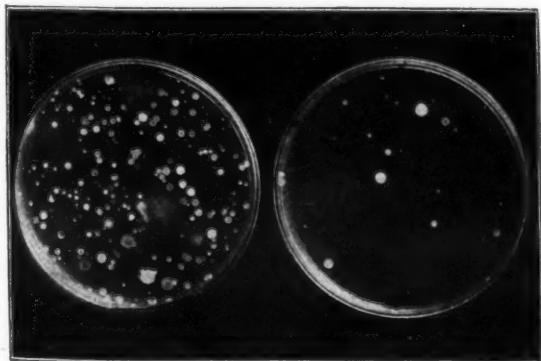
27 and 29 West Twenty-third Street

NEW YORK CITY

DUSTLESS SWEEPING.

Bacteriologists and physicians generally, are united in holding that germs are responsible for nearly every disease to which man is subject. These germs are conveyed by means of dust particles to which they adhere. The lessening of the amount of dust circulating in the air is therefore of paramount importance and school boards and others responsible for the health of children should give the matter serious attention.

An exhaustive investigation of this subject was made some time ago by the health department of Milwaukee at the instance of the school board. The purpose of the investigation was to determine the best means of reducing school room dust to a minimum. The report



Colonies of bacteria developed on gelatine plates exposed after sweeping with ordinary floor brush. Colonies developed on similar plates exposed after sweeping with Dustless Brush.

of the investigation was a revelation in many respects and showed that school room dust was laden with all kinds of disease-bearing germs which are a positive menace not only to the children who are obliged to spend several hours each day in the school room, but to the teachers and janitor as well.

The methods tested were dry broom sweeping, sweeping with an ordinary floor brush, a floor brush with wet saw-dust and the Dustless Brush having a reservoir filled with kerosene. It was found that while wet saw-dust had but little effect in reducing disease germs circulating in the atmosphere, the Dustless Brush reduced the dust 97 per cent as compared with the average of other methods.

This brush has been on the market for six years and has met with great success wherever it has been introduced. It is merely a good quality of janitors' push floor brush and is constructed with a reservoir along the top filled with kerosene. The oil saturates a row of absorbent fibre along the middle of the brush, and as this moist fibre passes over the floor the dust particles comes in contact with it and are deadened so they cannot rise. The kerosene flows fast enough to saturate the dust with which it comes in contact, but not fast enough to oil the floor.

A small oil can, convenient for filling the reservoir, and also a little cleaning brush, accompanies each Dustless Brush. If a moment's time after each sweeping is spent in combing out the Dustless Brush with the little cleaner, it remains always in excellent condition and requires no further attention.

This form of sweeping keeps the floors fresh and clean and practically does away with the necessity of scrubbing. An ounce of kerosene thus used will lay the dust on about 2,500 square feet of floor space, and the cost is therefore trifling.

It is now used by upwards of six thousand schools throughout the country, and in many fine buildings, such as the Astor, Tilden and Lenox Libraries in New York City. Over one hundred thousand merchants and business men are also using it. It unquestionably furnishes the best means yet devised for maintaining a high standard of cleanliness in school rooms.

The Milwaukee Dustless Brush Company of 130 Sycamore street, Milwaukee, Wis., offers to send sample brushes to school boards by prepaid express on approval, to be paid for only if found entirely satisfactory after thirty days' trial.

A WATER COLOR REMINISCENCE.

"Well, sir," said the paint man, "it's wonderful what a growth the water color industry has attained. Twelve or fifteen years ago, when it was in its infancy, I helped the Bradley folks make what was probably the first pan of water color paint produced in America. The result wasn't bad, but the operation was fearful and wonderful.

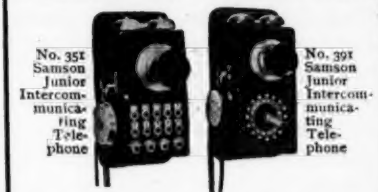
"Following the introduction and development of the now famous Bradley six-color system came a pressing demand for water colors of corresponding educational value for use in schools of various grades. Machinery for doing this work was then an unknown quantity; but we weren't going to let the lack of machinery prevent us from delivering the goods, so we ransacked the junk pile, and made up a machine of our own. And, as a matter of fact, much of the apparatus used by the Bradley Company today was originated and perfected in their own factory, and has never been duplicated. By this means they have been successful in accomplishing results which others have vainly striven for.

But to resume. By working days and thinking nights, we finally succeeded in producing an ungainly piece of machinery that would do the business. We made a few boxes of paints and put them out on the market. To say they were a success is putting it mildly. It seemed as though there must have been thousands of teachers and art educators just sitting back and waiting for us to make this move. Their cry was 'more paint,' and ours was 'more room.' So we began to grow. The next year we had doubled our capacity; then we tripled it, and so on each year; but, spread out as we would, the demand was ever waiting for us, always larger than our capacity. Such was the beginning of the water color industry in America.

(Continued on next page)

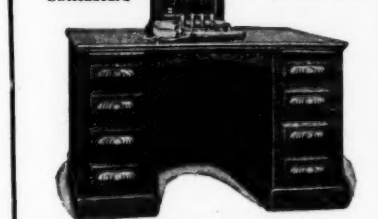
NOW FOR TELEPHONES

"Tallow Candle"
Is the present method of
SCHOOL COMMUNICATION



School, Lowell, Mass. School, Greenfield, Mass.

"Rotokoll" Telephone Switchboard High School, Naugatuck, Conn.



PRACTICABILITY

Before inaugurating our school telephone advertising campaign, we conclusively demonstrated by time tests of actual installations, the practicability of our apparatus. Accompanying illustrations show types of our inexpensive, medium, and the most up-to-date systems.

DESCRIPTIVE MATTER

"School Telephone" Bulletin, No. 6, carefully illustrating and describing eight distinct systems, and "Telephone Practice" Bulletin, No. 7, illustrating actual installations, mailed on request.

THE ELECTRIC GOODS MFG. CO.

115 Purchase St., Boston, Mass.

TELEPHONE SPECIALISTS

21 years of electrical specialty experience.

We have the plant, the men, and the experience.

EASY-ADJUSTING

STEEL SHELVES

FOR SCHOOL LIBRARIES



Constructed entirely of steel and therefore fire-proof as well as sanitary. Shelves are adjustable to any height and all parts are portable and interchangeable and easily set up. Built in single stacks for wall use and in double stacks for use in the center of the room. Sells for less than one half the cost of sectional cases.

Write for illustrated circular and price list. R. W. PALTRIDGE & CO., 90 LaSalle St., Chicago

Sergel's Selections

The latest and best collection of recitations; most of them No. 1 new, all of them good.

Send 25 cents for sample copy. Dramatic Publishing Company 358 Dearborn St., Chicago

School Program Clocks

The Gillette Electric Time Alarm; simplest, best and most reliable.

WRITE

HARLEIGH GILLETTE & CO. 203-207 So. Canal St. CHICAGO

LOGKERS for Schools

Ventilated Sheet Steel

Churchill & Spalding,

468 Carroll Ave. Chicago, Ill.

A PAINT REMINISCENCE.

Concluded from page 25.

I visited the Bradley factory while in Springfield recently. There is nothing crude about their methods now. They have certainly got the manufacture of water colors down to a science, and have by far the most complete laboratories in the United States for producing fine colors.

"As I stood and looked at the great mixers beating the ingredients into intimate combinations, and the paint streaming off the long row of heavy grinders, I could hardly help exclaiming, as I had years before, 'Where does it all go to?' But when I went into the shipping department and saw the immense quantity of paints ready for shipment, going to all points of the compass, I sort of realized the answer. There were cases addressed to far-off Dawson City, where the Bradley colors have been officially adopted by the school board; others going in the opposite direction, to Dallas, Texas; East to Boston and West to San Francisco. And when one considers that eight hundred and ninety-six leading cities and towns in the United States and Canada have officially adapted these colors (to say nothing of the hundreds of others where they are used unofficially), and thinks of the thousands of teachers and millions of pupils to be supplied, he understands why they're still crying for 'more room' down at Bradley's."

BOOKMEN.

Mr. L. R. Traver of Pendleton, Oregon, has been employed by Silver, Burdett & Company to take charge of their interests in Oregon. Mr. Traver was formerly superintendent of schools at Salem, Oregon, but resigned a year ago to accept the position as superintendent of Pendleton. He is the leading institute conductor in the state and also works in Washington. He stands high as an educator throughout the Northwest. Mr. Traver will make the right kind of a book man and ought to achieve success in the coming summer campaign.

Mr. W. G. Hartranft, Pacific coast manager for Silver, Burdett & Company, has two assistants in the persons of Mr. H. A. Linscott and Mr. L. R. Traver.

Mr. Arthur Cooper died last month at Mt. Vernon, N. Y., and was buried November 17. The deceased was fifty-four years of age and represented the American Book Company in Manhattan and the Bronx.

The following bookmen were in Raleigh, N. C., last month to be present at the meeting of the state board of education: F. O. Spain, Atlanta, D. C. Heath & Co.; J. C. Martin, Silver, Burdett & Co.; A. S. Booth, J. B. Lippincott & Co.; J. W. Thaxton, American Book Co.

William T. Hodges, the representative of the Macmillan Company in North Carolina and South Carolina, has been transferred to Virginia, his native state. He will begin his work in his new field on January 1st with headquarters at Chatham, Virginia. He will also work in West Virginia.

BUILDING AND FINANCE.

An ideal high school is to be erected in Chicago, equipped with every appliance and convenience which can add to the efficiency of the school work and the comfort of teachers and pupils. The auditorium of the building will be located on the ground floor and laboratories will be placed on each floor to the front. A large lunch room equipped to seat and feed 750 students at one time will be located on the top floor of the building. A bowling alley is to be installed in the basement. Dwight G. Perkins is the architect.

Paterson, N. J. More than a year ago the sum of \$275,000 was appropriated for a new high school site and building. After several months' debate the school board spent \$100,000 for a site, obtained plans for a building and recently asked for more money. It is estimated that at least \$225,000 more will be needed for the building and \$100,000 to furnish it, making the ultimate cost about \$600,000.

Pittsburg, Pa. Plans for the proposed new high school have been tied up by litigation begun by a faction in the board of education. Professor Warren P. Laird of the University of Pennsylvania, the expert adviser of the building committee, recommended that the contest be limited to eleven architects. Certain members of the board, however, demanded that the competition be open to any Pittsburg architect, and took the matter into court.

Altoona, Pa. Superintendent of Schools H. J. Wightman has prepared a list of 100 features of the new half-million-dollar high school which are wrong.

Bratenahl, the most aristocratic of the suburbs of Cleveland, is expending \$16,000 to house the forty pupils of their schools. Abram Garfield is the architect.

The American Crayon Company recently secured an order from the government for five thousand gross of their Hygieia Dustless School Crayons for the Isthmus of Panama in competition with other makes. This speaks

THE BEST PENCILS AND STEEL PENS FOR SCHOOL USE
— ARE —

"EAGLE"

If you want to try them send 16 cents in stamps for samples worth double.

Try our No. 314 DRAUGHTING
and No. 284 INSPECTOR
EVERY TEACHER PRAISES THEM.

EAGLE PENCIL CO.

377-379 Broadway

NEW YORK

Mention this publication.

well for the quality of "Hygieia," and their claim is that it is the most perfect crayon on the market.

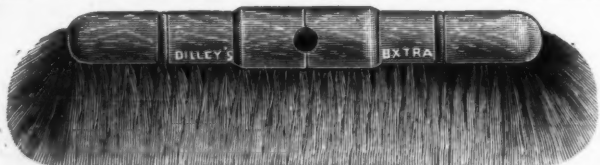
THE WASHINGTON DECISION ON HIGH SCHOOL FRATERNITIES.

Concluded from page 17.

endeavored to exercise a governmental control over him after his admission without even attempting to suspend him. In the majority opinion in State ex rel. Stallard v. White, supra, the court said: "The admission of students in a public educational institution is one thing, and the government and control of students after they are admitted, and have become subject to the jurisdiction of the institution, is quite another thing. * * * It is clearly within the power of the trustees, and of the faculty when acting presumably, or otherwise, in their behalf, to absolutely prohibit any connection between the Greek fraternities and the university. The trustees have also the undoubted authority to prohibit the attendance of students upon the meetings of such Greek fraternities, or from having any other active connection with such organizations, so long as such students remain under the control of the university, whenever such attendance upon the meetings of, or other active connection with, such fraternities tends in any material degree to interfere with the proper relations of students to the university." The above language shows that the Indiana case upon which the appellant relies utterly fails to sustain any of his contentions. Our attention has not been called to any adjudicated case at all similar to this. Citation to authority, however, is unnecessary, as under our statutes the respondent school board had undoubted authority to take the action of which appellant complains, and the courts should not interfere with said board in the enforcement of the rules and regulations which it has adopted.

The judgment is affirmed. The opinion and judgment are concurred in by Justices C. J. Mount, Fullerton, and Root, and J. J. Dunbar.

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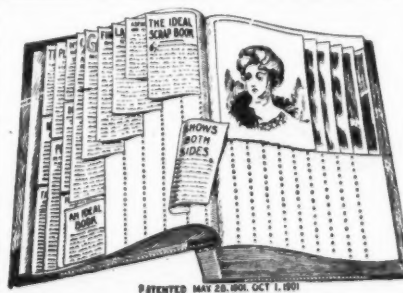
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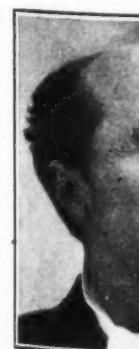
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For colle Martha Hal fessor of E 37 pages. I

A rapid g cations of o reader that the course. of the pupil often indic the element study of ver poet of the appreciation



DR. J. H. Little Ro

BOOK REVIEWS.

Concluded from page 21.

attempts at novel writing. He failed as a novelist but in the mean time trained himself in literary criticism.

We do not say that Arlo Bates has failed as a novelist, as did the French critic. We do hold that his writings have trained him to direct others; and teachers will find in this volume many suggestions to lighten their work, and to enable them to understand the difference between teaching literature and preparing students for examinations.

The Laurel Music Reader.

Edited by W. L. Tomlins. 192 pages. C. C. Birchard & Company, Boston.

In selecting material for a song book to be used in intermediary grades, two facts are well worth careful consideration. The period of adolescence is one of self-expression. The emotions of hope, love, worship and joy, the natural feeling toward home, fatherland, religion and beauty, can find completest expression in song.

In like manner this period in the life of the child is one of change. This is especially noticeable in the natural and gradual sinking of the boy's girlish voice to the lower manly tones. The material selected must be adapted to the facts at hand, aiding rather than impairing the revolution, and giving expression and exercise to the physical and mental activities of the pupil.

The Laurel Music Reader, the successor to the Laurel Song Book, is built on these two ideas. All the material selected aims at self-expression and the changes in operation during the adolescent period. Folk songs and the compositions of the great masters go hand in hand. National hymns and melodies of a religious caste precede and follow one another. All, however, are designed for the child in a most important time of life.

Another feature of the book which cannot be neglected is the relation of text and music. In the present Music Reader the author has made it a point to give good literature its rightful place of relative importance in the art of song. The rule, that the better the verse the better the song, is closely adhered to.

A First Book of Poetics.

For colleges and advanced schools. By Martha Hale Shackford, Ph. D., associate professor of English literature Wellesley College. 37 pages. Benj. H. Sanborn & Company.

A rapid glance at any of the monthly publications of our High schools will convince the reader that versification is all but neglected in the course. Presumably the best productions of the pupils find their way into print, yet they often indicate a most superficial knowledge of the elements of English verse. A scientific study of versification while it may not make a poet of the pupil will be a great help in the appreciation of poetry. This modest little book

of only thirty-seven pages will assist the teacher and pupil. It treats the subject more exhaustively than most rhetorics. It is clear, and while not overburdened with examples, gives a sufficient number to explain the rules.

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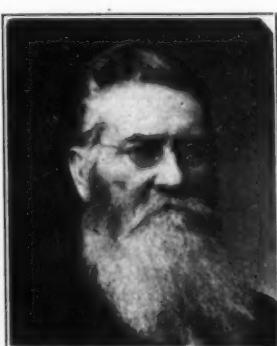
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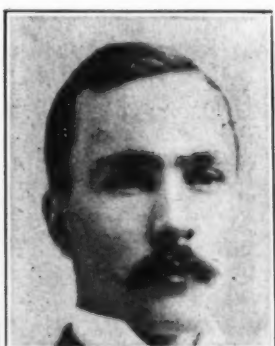
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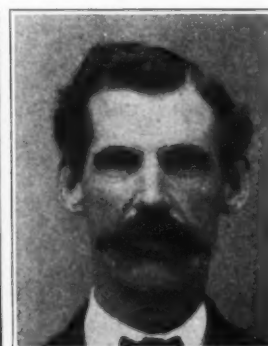
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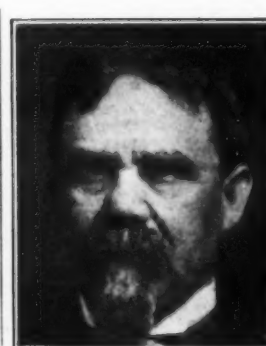
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PRESIDENTS OF BOARDS OF EDUCATION.



ALABAMA.

Decatur—New Decatur voted \$25,000 school bonds for schoolhouses.

ARKANSAS.

Fayetteville—New high school to be erected. Crowder—An \$8,000 schoolhouse will be built.

ARIZONA.

Yuma—Bonds voted for \$35,000; new school.

CALIFORNIA.

San Diego—Plans for a new school building and an eight-room addition to the Sherman Heights school are being considered. Huntington Beach—Carried, the proposition of a \$40,000 bond issue for the erection of a high school building. San Diego—Three districts of the county called for \$33,000 school bonds. Fresno—\$1,000 school bonds called for. San Jose—Voted \$225,000 school building bonds.

COLORADO.

Denver—Arch. D. W. Dryden has drawn plans for the Berkeley school, to cost \$22,000. Also plans for the Grant building, total cost \$71,000.

CONNECTICUT.

New Haven—Plans are being prepared for the proposed addition to the East Haven two-story brick schoolhouse. New Haven—\$80,000 was voted by board of finance for a 16-room building in the Winchester district.

DISTRICT OF COLUMBIA.

Washington—Two-story brick building will be erected at the Reform School for Girls. Plans were prepared by Archts. Wyeth & Cresson. Anacostia—The proposed new 8-room school will be erected at Harrison and Adams streets and will cost approximately \$30,000. Brightwood—\$30,000 school will be erected at Ninth street and Illinois avenue.

FLORIDA.

Marianna—Desires plans and specifications, accompanied by bids, for a two-story high school building to cost \$10,000 complete. West Palm Beach—Concrete block school building to be erected according to plans by Archts. Bruce, Everett & Hayes, Atlanta. Cost, \$50,000.

GEORGIA.

Hahira—Will vote on the question of issuing \$10,000 of bonds for school building purposes. Savannah—Archts. Owens & Sisco are preparing drawings for a new high school building, three stories, 90x182 feet. Cost, \$100,000.

ILLINOIS.

Princeville—Archts. Parr & Hulsebus, Peoria, have prepared plans for a 2-story, 8-room brick and stone high school for the board of education. Cost, \$16,000. Urbana—\$2,000 schoolhouse to be erected. Garden plain—New school to be built. Chicago—Pond & Pond are preparing plans for a school building for the American School of Correspondence. Cost, about \$75,000. Cambridge—\$13,000 school building bonds sold. Moline—School building to be erected in connection with the Sacred Heart church. Ramsey—Deal & Glnzel are preparing plans for a 2-story brick schoolhouse. Cost, \$14,000.

INDIAN TERRITORY.

Crowder—Archts. Smith & Parr, South McAlester, are preparing plans for a 2-story public school. Porum—\$8,000 school bonds voted for construction of a 2-story brick schoolhouse. Ravia—New public school building to be erected; cost, \$5,500. Muskogee—Secretary of the interior has approved a \$9,000 school building bond issue. McAlester—Following buildings are planned: High school building and 8-room building, Fourth ward, W. R. Parsons & Son Co., archts., Des Moines, Ia.; 8-room building, Fourth and Second wards, and 4-room building in First, Second and Fifth wards, Smith & Parr, archts., McAlester.

INDIANA.

Elkhart—Plans of Robt. Bradley of Fort Wayne were accepted as most suitable for the new \$50,000 central high school. Milroy—Appropriation authorized for a 16-room school building. Plans ready. Wingate—New school building to be erected; \$28,000. Tipton—High school building; cost, \$45,000.

IOWA.

Council Bluffs—School will be erected in sub-district No. 9, Lewis township. Onawa—\$5,000 manual training school to be erected. East Waterloo—School board voted a new building. Willy (Carroll P. O.)—Arch. Martin Herr, Dubuque, Ia., has plans for a \$10,000 school.

KANSAS.

Cleburne—Two-story stone school will be built. Coffeyville—Plans will be submitted Dec. 27 for a new high school building by Contractor Brewster.

KENTUCKY.

Maysville—Will issue \$60,000 of bonds for building two schools.

LOUISIANA.

Crowley—\$100,000 will be spent for erecting a public school. Lake Providence—Will issue \$40,000 of high school bonds. Belle Rose—Bids received for a 4-room school. New Orleans—New \$75,000 schoolhouse to be erected in the Thirteenth ward. \$20,000 asked for the erection of the Kruttschmitt school. Schriever—\$300 appropriated for public school building for whites.

MAINE.

Portland—Work has been commenced on the new Seventh ward schoolhouse; John Howard Stevens and John Calvin Stevens, architects. Howland—Four-room schoolhouse; cost, \$8,000; plans by Archt. Parker Crowell, Bangor.

MARYLAND.

Baltimore—Arch. Joseph E. Sperry has drawn plans for a group of buildings to be erected at the Samuel Ready school; total cost, \$60,000. Hagerstown—A 2-story, 10-room school, cost \$35,000, is being planned by Archt. H. E. Kessler.

MASSACHUSETTS.

Lynn—Propose to erect \$200,000 high school building. Westboro—\$35,000, 4 per cent school bonds have been awarded. Lawrence—A French classical college is to be established under the direction of Rev. Fr. E. Vinas, pastor of Sacred Heart church. Estimated cost of building, \$250,000. Framingham—Arch. Chas. M. Baker, Boston, has plans for \$100,000 high school. Newton—A 10-room brick and terra cotta schoolhouse to be built at Newton Highlands, Coolidge & Carlson, Boston, architects.

MICHIGAN.

Ovid—Archts. Fisher Bros., Pontiac, have prepared plans for a 2-story and basement high school. Northville—\$10,000 school will be erected. Jackson—Asso. Archts. Searies, Hirsch & Gavin, Cleveland, O., and Leonard H. Field, Jr., Jackson, have planned the new high school. Port Huron—The school board of district No. 7, Port Huron township, will build a \$1,000 school. Marquette—New high school to be erected; cost, \$75,000. Cheboygan—A new \$50,000 high school is to be erected; two stories, 82x105 feet. Port Huron—Plans are accepted for a new high school to seat 500 pupils and cost \$120,000.

MINNESOTA.

Homer—Arch. C. G. Maybury, Winona, has prepared plans for a school building to cost about \$1,500. Minneapolis—The board of education will ask for building appropriations as follows: \$155,000 for a 6-room building northeast and an 8-room building southeast of the Tuttle school; \$12,000 for an addition to the Edison school; \$14,000 for an addition to the Ericson school. Minneapolis—Ground was broken for the new high school, Hennepin avenue and Twenty-eighth street. This building will be of stone and brick, accommodate 1,500 pupils and cost \$150,000. Archt. E. S. Stebbins will soon submit plans for the fifth high school and the new Laurel school. Chisholm—Contract for new high school, 78x119 feet, two stories and basement, brick, let at \$59,121. St. Peter—Archts. Thorl, Alban & Fisher, St. Paul, have been engaged to draw plans for a new four-story high school building, 225 students; cost, \$50,000. Elbow Lake—School district will sell \$25,000 school bonds. Spring Park, Lake Minnetonka—Arch. Glenn L. Saxton has plans for a \$4,000 school building. St. James—District 40 will erect brick school building; cost, \$3,130.

MISSISSIPPI.

Winona—Bids for \$10,000 school bonds to be received. Bay St. Louis—\$4,000 voted for school improvements. Gulfport—Arch. J. M. Bramlett drew plans for 3-story brick and stone schoolhouse, 72x84 feet; \$22,000.

MISSOURI.

St. Louis—Arch. Jas. D. Meagher has plans for a school for the St. Louis Trade School of Practical Plumbing; \$35,000. Kansas City—New Westport high school to be erected; cost of foundation, \$27,500. Hamburger—Schoolhouse is being constructed. It is 2-story, brick, 60x80 feet, and will cost \$20,000. St. Louis—Archts. Bar-

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nett, Haynes & Barnett have prepared plans for a 2-story brick school building to be erected by the St. Leo's Catholic parish; cost, \$45,000.

MONTANA.

Butte—Two-story and basement school will be built after plans prepared by Archt. W. A. O'Brien. Big Timber—\$40,000 school bonds have been awarded.

NEBRASKA.

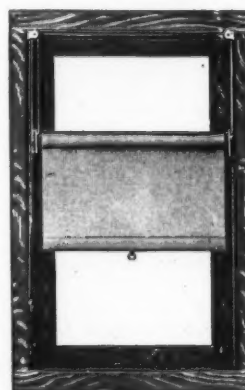
Omaha—Hebrew Institute will be built at a cost of from \$20,000 to \$25,000.

NEW JERSEY.

Paterson—High school will be erected according to plans made by Archt. Wm. T. Fanning. Hoboken—\$219,000 school bonds have been awarded. Gloucester—C. S. Adams, Philadelphia, chosen architect for the \$30,000 high school. Trenton—Revised plans for the new Tyler street school, cost \$125,000, accepted; H. A. Hill, architect. Hoboken—Twelve-room addition to the Franklin avenue schoolhouse; cost, \$53,900.

NEW YORK.

New York—Archts. J. B. Snook & Sons have plans for a college building for the New York College of Dental & Oral Surgery; cost, \$200,000. Archt. C. B. J. Snyder, 500 Park avenue, has plans for a public school on the north side of Eighty-eighth street, 180 feet east of First avenue; \$220,000. Buffalo—Twenty-room school will be erected in district No. 44, corner Krupp street and Broadway, and Francis G. Ward, commissioner of public works, was directed to prepare plans. Syracuse—\$65,000 will be spent for a new building replacing Salina school, and \$35,000 for a new building in place of Vine school. Depew—\$50,000 school will be built. York—Awarded \$4,500 school building bonds. New York City—A 4-story addition will be built to public school 41; cost, \$75,000. Plans completed for public school 66; cost, \$400,000. Glendale—A new 4-story brick schoolhouse, 160x89 feet, to be erected for \$190,000. Greece—School building bonds amounting to \$26,000 awarded. Rotterdam—Appropriation of \$12,000 voted for new school. New York City—Elm avenue, northwest corner of Fresh Pond road, Glendale, C. B. J. Snyder, architect, erection of one 4-story brick school; cost, \$190,000. Queens—Public school No. 89 and an addition to school No. 22 are to be erected. Newburgh—New school building proposed. New York City—Arch. C. B. J. Snyder has plans for 4-story brick school, Greenwich avenue, 143 N. Tenth street; cost, \$75,000. Buffalo—Holy Angels' Academy to be rebuilt. Sag Harbor, L. I.—Mrs. Russell Sage will donate \$50,000 toward the erection of a new public school building. Brooklyn—Arch. A. W. Ross plans extension to school on Beaver street, 4 stories, \$170,000. Brooklyn—A \$155,000 extension to



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Raleigh—Arch. ical building fo melee, Knoxville dustrial school plans for a \$30,000 school

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Sandy—\$35

Richmond— plans for a \$500,000.

Norfolk—Ar the proposed Cumberland s held to vote o for a school. port—The sch cided to erect



B SCHOOL

THIRD ED

the public school building, north side of Gates, west of Stayvesant avenue, is planned by Archt. A. W. Ross. Brooklyn—Archts. N. Le Brun & Sons have plans for a \$70,000 extension to Packer college, Joralemon near Clinton street.

NORTH CAROLINA.

Raleigh—Archts. Barrett & Thomson have prepared plans for a 3-story mechanical building for the Thaw University; cost, \$12,500. Penland—Archt. M. E. Parmelee, Knoxville, Tenn., has prepared plans for the Seven Springs Farm and Industrial school. Nazareth—Archts. Barrett & Thomson, Raleigh, have prepared plans for a 3-story school for Rev. Thos. F. Price; cost, \$12,500. Asheville—\$30,000 school bonds will be issued.

NORTH DAKOTA.

Coal Harbor—School will be built. Napoleon—Three schoolhouses will be erected in Red Lake school district No. 16. Mohall—Foothills district 107 will be bonded for another school. Hansboro—A \$6,000 public school building will be erected. Edmore—One frame schoolhouse will be erected. Donnybrook—Two schools to be built. Glen Ullin—Lincoln district No. 26 is planning a new school. Dickinson—New school.

OHIO.

Mt. Maria—Archt. Wm. P. Gunther, Akron, prepared plans for a college building. Lorain—The proposition to issue \$150,000 of bonds for school building purposes was defeated. Nottingham—Archts. Searles, Hirsch & Garvin, Cleveland, are preparing plans for an addition to school, cost \$30,000. East Cleveland—Voted to issue \$50,000 school building bonds. Niles—\$40,000 high school in view. Akron—Addition to be made to high school. Newark—\$65,000 bond issue for addition to high school. Mt. Vernon—Archt. Packard of Columbus is to plan building improvements of \$50,000. Nottingham—\$50,000 school building bonds have been voted. Cincinnati—The board of education desires sealed proposals on \$200,000 school building bonds. Cleveland—St. Stanislaus Roman Catholic church will erect a \$60,000 school. Benton Ridge—New brick school building at \$12,000. Ashtabula—The bond issue proposition of \$40,000 to build school houses passed. Leipsic—A new \$35,000 school house has been voted.

OKLAHOMA.

Enid—Work has commenced on the Christian university.

OREGON.

St. Johns—\$20,000 bond issue voted favorably. New school building.

PENNSYLVANIA.

Hallstead—Archt. E. W. Van Slyke, Lestershire, N. Y., is preparing plans for the reconstruction of the high school building which was recently destroyed by fire. Allentown—Contract for Immaculate Conception school awarded; Rube & Lange, architects; cost \$50,000. Nicetown—New parochial school, two-story, 50x100 feet. Wyomissing—Architects are working on plans for an eight-room school building. Narberth—School building bonds amounting to \$21,000 have been sold. Gloucester—The plans of Archt. Clyde P. Adams of Philadelphia for a new high school were adopted. Pittsburg—The plan submitted by Rutan & Russell in competition was selected for the new Forbes street high school. Philadelphia—A twelve division building will replace the Feltonville school; an eight division building will be erected at Tacony road and Pratt street. Philadelphia—Parochial school for the Church of Our Lady of Lourdes to be erected. Philadelphia—New six division public school house to be erected south side Ford road, near Monument road. Philadelphia—First district high school to be erected in West Philadelphia. Meyersdale—Board of education will erect a two-story brick school building.

SOUTH DAKOTA.

Bemis—New four room school house. Gregory—Public school building to be erected. Cheyenne Agency—A day school at Green Grass Camp, Cheyenne river reservation, will be erected.

TENNESSEE.

Memphis—New St. Patrick's school to be erected; cost \$6,800. Bowling Green—\$20,000 bond issue voted for the erection of a school building. Franklin—School building to be erected, \$12,000. Chattanooga—The county board of education will petition the next legislature to issue \$75,000 bonds for three county high schools.

TEXAS.

Dangerfield—Archt. Walter E. Taylor, Greenville, has prepared plans for a 2-story, 8-room brick school. El Paso—\$30,000 of bonds will be issued for a new school. Bronson—\$2,500 school building bonds recently voted will aid in building an addition. Center—\$25,000 school bonds will be voted. Dallas—Additions will be made to the Travis and Crockett schools aggregating \$20,000. Stamford—College building to be erected under the auspices of the M. E. church, South, to cost between \$40,000 and \$50,000. Santo—New school to be built; A. J. Olson, Cisco, Tex., architect and builder.

UTAH.

Sandy—\$35,000 school to be erected.

VIRGINIA.

Richmond—Archt. Charles K. Bryant is preparing plans for a thoroughly fireproof high school; cost \$500,000.

Norfolk—Archts. Neff & Thompson have plans for the proposed \$5,000 annex to the colored school on Cumberland street. Claremont—An election will be held to vote on the question of issuing \$6,000 of bonds for a school. Norfolk—Contemplate erecting a \$200,000 high school. Bristol—A school is being erected. Newport—The school board of Poquoson district has decided to erect three new schools.

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WEST VIRGINIA.

Thayer—Two room school will be built. Address H. W. Bivens, secretary, Lawton, W. Va. Hinton—High school will be erected according to plans prepared by Archt. J. B. Stewart, Huntington. Cereda—\$15,000 school building bonds were voted upon. Cameron—Voted to issue \$35,000 school building bonds.

WASHINGTON.

Ballard—A 12-room school will be erected in the Second ward and an 8-room school in the Third ward. Granger—Archt. Bullard has completed plans for a \$12,000 school. Pullman—Plans for the two new school houses have been drafted by Archt. William Swain. Each will cost about \$9,000.

WISCONSIN.

Flintville—School will be erected in district No. 3, town of Pittsfield. Brodhead—The plans of Archt. F. H. Kemp, Beloit, Wis., have been selected for a \$30,000 high school building. Fond du Lac—New high school building demanded. Colby—High school being built. Baraboo—Awarded, \$57,000 high school bonds. New

London—\$15,000 school. Whitehall, Trempealeau county—\$3,000 appropriated for the erection and establishment of a county training school. Eau Claire—County training school will be erected. Minocqua—High school bonds amounting to \$20,000 have been privately sold.

La Crosse—Archts. Van Ryn & DeGelleke, Milwaukee, have been instructed to draw preliminary plans for the normal school; cost, \$150,000. Gillett—Archts. Parkinson & Dockendorff, La Crosse, have plans for a 2-story solid brick and stone school. Glenwood—Voted \$14,000 for a brick addition to high school. Superior—A high school will be erected. Green Bay—A high school will be erected.

CANADA.

Lethbridge—School will be erected. Picton, Ont.—Archt. William Newland, Kingston, Ont., has prepared plans for a collegiate institute building. Vancouver—\$150,000 to be spent on schools. Calgary, Alberta—Roman Catholic separate school board will establish another school.



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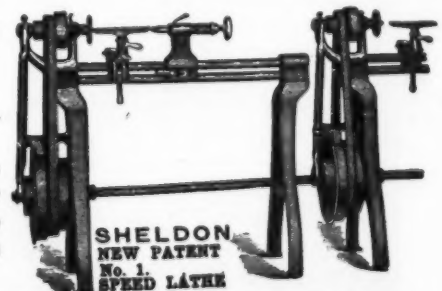


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THE WHITAKER & RAY COMPANY.

In the fire which immediately followed the San Francisco earthquake, the entire establishment of the Whitaker & Ray Company was destroyed. Before the offices could be transferred, however, a large warehouse had been erected in Oakland. This was stocked with that extensive supply of school furniture, opera and folding chairs, etc., necessary for the coast trade, and business was resumed.

About December 1st The Whitaker & Ray Company returned to San Francisco, locating temporarily corner Grove street and Van Ness avenue. A complete line of books, stationery, sample school furniture and opera chairs now answers retail demands, while the larger shipments are made from the Oakland warehouses.

The old retail and wholesale sections of San Francisco are rebuilding with wonderful rapidity. As soon as a suitable fireproof structure has been completed, The Whitaker & Ray Company will also return its wholesale departments to the city.

A number of the books of which the plates were destroyed have been reprinted. Others will follow as rapidly as printing facilities will permit. A new large map of the Bay Region district and of the State of California will also be issued.

The enterprise and ambition of this company, which suffered so severe a loss, must be commended.

Henry C. Haskell, designer and maker of college, fraternity society pins, medals, etc., from special designs, has now been established over twenty-five years. This firm issues no catalogues but welcomes inquiries for special articles, submitting exclusive drawings with estimates on finish in gold or silver. Prompt attention is given to all inquiries. It is deemed a privilege to send design plates on request.

The following manual training supplies have recently been procured from E. H. Sheldon & Company, Chicago:

Two hundred and twenty-six Sheldon vises and bench stops, public schools, Seattle Wash.; twenty Sheldon lathes, vises, tools and machinery for new high school, South Bend, Ind.; twenty Sheldon lathes and tools complete, new high school, Little Rock, Ark.; eight Sheldon lathes, high school, East Cleveland; eleven lathes, state manual training school, Ellendale, N. Dak.; fifty-five Sheldon No. 4 benches, public schools, Springfield, Ill.; seventy-two Sheldon No. 4 benches, schools, Denver, Colo.

Mr. Thomas Scholes, well known among western school men has recently embarked in the school supply business. Mr. Scholes is one of the pioneers in the school book business and for years represented the American Book Company. His genial qualities have made him popular with all with whom he came in contact. His offices are located at 333 Wabash avenue, Chicago.

W. M. Welch Company, 205 Atlas Block, Chicago, Ill., has erected one of the largest lithograph and school supply plants in the United States, and is now thoroughly prepared to handle their extensive business more rapidly than ever. This enterprising company enjoys the distinction of furnishing diplomas to several universities and colleges in foreign countries including Japan.

Seattle, Wash. The contract to supply geographies in the grades was awarded to Lowman & Hanford Company at its bid of \$1,257.88.

The biological department of Colby College, Waterville, Me., has recently added a McIntosh College Bench Instrument for microscopic projections to their list of supplies.

The Johnson Window Shade Adjuster is now recognized as the standard fixture for easily and perfectly controlling light in school buildings and offices. It will pay anyone who is building to write the manufacturer, R. R. Johnson, 161 Randolph street, Chicago, Ill., for a free sample of the window stop on which the adjuster works. A twenty-page circular booklet will be mailed on request.

The board of education of Steubenville, O., is another in the long list of schools supplied with the McIntosh College Bench Lantern.

Pittsburg, Pa. Duff's College has purchased twenty-five Smith-Premier typewriters. Of all the standard makes this machine has been the favorite for school use.

The business of the New York agency of Milton Bradley Company has increased so much during the year that larger quarters will be necessary. It is planned to double the store space. Mr. H. M. Crist has proven himself a most energetic and progressive representative for the firm.

"Eternal vigilance is the price of orders" is the motto of Peckham, Little & Company, who are hustling their school supply business as they did in years gone by.

The Illinois State Museum of Natural History at Springfield has placed one of the McIntosh Imperial Dissolving Lantern outfits in their equipment.

The State Normal Training School of Ellendale, N. D., has adopted the McIntosh College Bench Lantern with microscope and other high grade attachments.

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